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ABSTRACT

The guide provides an overview of Massachusetts' programs for gifted and talented students with information on resources for program development. The first section provides a rationale for the education of gifted and talented students. Section II presents summaries of nine statewide programs, highlighting goals, identification methods, curriculum, and considerations for adaptation. Section III contains brief self descriptions of 100 state programs. Title, address, contact name, and a brief program summary are included. The final section covers resources for program development, including training programs, workshops, or degree programs offered by colleges and universities; national and state organizations that provide information or services to educators and parents; audiovisual materials; and an annotated bibliography of approximately 70 citations. (CL)

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RESOURCES FOR SCHOOLS

MASSACHUSETTS DEPARTMENT OF EDUCATION

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10. A RESOURCE GUIDE FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS

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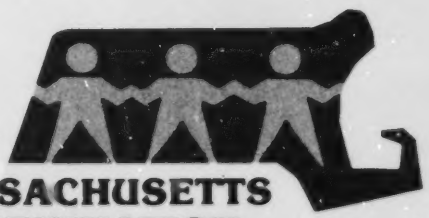

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10. A RESOURCE GUIDE FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS

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Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resources and materials for school programs and services;
- to assist regional education centers and the Department to increase and improve information and dissemination services to educators, parents, and students in the state;
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department's Boston office. In addition, each regional center has designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center. Ultimately, the regional centers will function as switchboards -- sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series -- as its name suggests -- is one way the project is helping make these connections. *Please contact a member of the project staff for more information about the series, the project or the regional center nearest you.*

Resources for Schools presently available:

1. A Catalog of Publications from the Massachusetts Department of Education (being revised)
2. Video Tapes for Teaching (being revised)
3. A Guide to Dissemination Agencies (being reprinted)
4. Community Involvement in Your School: A Guide to People, Programs and Publications
5. The Student's Guide to Special Education (being reprinted).
6. Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools
7. Competency Programs for Basic Skills Improvement: A Resource Guide
8. A Review of Massachusetts Statewide Assessment Findings: A Curriculum Interpretation of the Major Findings of the Massachusetts Statewide Assessment Program
9. Resources for Training Educators of Children with Special Needs

Resources for Schools topics to look for in the future:

. Student Rights and Responsibilities

. Options in Environmental Education

. Guidance and Counseling Programs

. Related Educational Agencies

. Community Education

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INTRODUCTION

This resource guide provides a variety of information about the education of gifted and talented students. Who are gifted and talented students? The following definition developed by an advisory panel to the U.S. Office of Education and adopted by the Massachusetts Board of Education, suggests a comprehensive assessment of the potential, achievement, and ability of these students:

> Gifted and talented children and youth are those identified by professionals and other qualified individuals as having outstanding abilities and who are capable of high performance. These are children and youth whose abilities, talents, and potential require qualitatively differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

This definition provides a framework for current state leadership efforts in providing educational options for gifted and talented students in Massachusetts.

Section I of this booklet is a rationale for educating the gifted and talented on the state and federal levels. It demonstrates the diversity among gifted and talented students in terms of their strengths, interests, and aptitudes, all of which have implications for gifted and talented programs. Also included are definitions of terms frequently used in describing programs for gifted and talented students.

Section II presents summaries of case studies prepared by Paul Brubaker, a graduate intern who studied critical features in developing and implementing programs for gifted and talented students. Nine school systems in Massachusetts volunteered to participate in the study. These program descriptions will be helpful to other school districts making decisions about their own program options.

Section III describes many of the programs for gifted and talented students currently operating in Massachusetts schools. School systems that reported the existence of programs for the gifted and talented on their 1978 school summary report were invited to submit program descriptions to the Bureau of Student Services. These programs were not visited or evaluated in any way, and with minor editorial changes, the descriptions included here are exactly as reported to us by the school districts themselves.

Section IV includes a variety of resources for people interested in education for the gifted and talented. Several types of materials are provided:

- training programs, workshops, or degree programs in gifted and talented offered by colleges, universities, or collaboratives in Massachusetts and other states;
- national and state organizations that provide information or services to educators and parents;
- audiovisual materials on the education of the gifted and talented;

- an annotated bibliography.

This booklet is the first attempt to compile and share information about statewide activities, resources, and training programs. It is our belief that it will significantly increase the level of awareness, interest, and commitment to quality programs for gifted and talented students in Massachusetts.

In preparing this resource guide, the continued assistance and support of a number of people have been invaluable: Lori D. Moak and Janis DiStefano of the Bureau of Student Services; Mitzie Kocsis and Ruth Santer of the Massachusetts Dissemination Project.

April, 1979

SECTION I
RATIONALE AND DEFINITIONS

RATIONALE

During the past decade educators have become increasingly aware of the importance of individualized approaches to teaching and learning. As educators have become more skillful in their use of these approaches, school systems have attempted to tailor their offerings, as much as possible, to the needs of individual students. Educators have found that significant learning occurs when the child is personally involved in a learning process focused on his or her particular needs, interests, and strengths. As a society we have come to agree that all children, regardless of their abilities, are entitled to individualized educational opportunities in order to develop to their fullest human potential.

Despite this agreement, attention to gifted and talented children in the public schools has been sporadic and frequently affected by competing social and educational priorities. Twenty years ago, the development of programs for gifted children was sparked by the scientific and military challenges of Sputnik. Then the crisis passed; the needs of other student populations were addressed and the gifted and talented were left, on the whole, to fend for themselves. Arguments were raised that gifted children didn't need special attention---that they could make it on their own. In point of fact, attention to their needs was often postponed because many did achieve, but without realizing their fullest potential.

Today, however, there is a resurgence of interest in the gifted and talented which seems to grow out of a renewed commitment to develop more appropriate educational opportunities for all children. The United States Office of Education is committed to the education of the gifted and talented as evidenced by the 1972 report to the Congress on the Education of the Gifted and Talented. That report documented that gifted and talented children were not being identified in the schools and that federal, state, and local governments were doing little to provide programs for them. The report reawakened national interest in the education of gifted and talented children.

As a further outcome of the 1972 report, the federal government created an Office of Gifted and Talented to provide the impetus for a national effort to develop the potential of gifted children. With this support, many states, including Massachusetts, took steps to recognize the needs of the gifted and talented.

In December of 1978, the Massachusetts Board of Education approved a position paper on the gifted and talented. This paper was the result of a year-long policy development process involving parents, teachers, administrators, members of cultural and business organizations, and the community at large. In this position paper, the Board addressed the specific challenge of meeting the needs of the gifted and talented as stated by Sydney Marland, former U.S. Commissioner of Education:

> We give ardent lip service to individualizing instruction. We have come a small distance in reaching out to the uncommon child who is handicapped. It is no less a valid public policy, consistent with individualization, to reach out now to the uncommon child who is able.

The Board of Education acknowledges the role of schools in addressing the educational needs of gifted and talented students and supports the development of programs for these students in local school systems. The Board further acknowledges that characteristics which communities recognize as indicators of giftedness and talent will be as diverse as the communities and students themselves. Gifted and talented children are as different among themselves as are other children. A gifted student who is serious and deeply involved in study and research will differ dramatically from an athletic student who is a gifted leader and has a broad range of interests. A child who is an extremely talented artist or a deeply introspective poet will differ from both of these individuals. Gifted and talented individuals are found in all walks of life, and from all social and economic groups.

The federal Office of the Gifted and Talented and the Massachusetts Board of Education encourage school districts to use a wide range of identification and assessment techniques. Important emphasis has been placed on the development of assessment techniques appropriate for culturally different and economically disadvantaged populations. The Board asks local school districts to identify all gifted and talented students regardless of sex, linguistic, cultural, ethnic, or socio-economic backgrounds. Effective programs for identification and screening use varied and innovative techniques which include nomination by peers, evaluation of pupil products, tests of creativity, and behavioral checklists in addition to more traditional measures such as standardized achievement test scores.

Finally, the Board of Education encourages local school districts to use community resources in meeting the needs of gifted and talented students. Resource persons, or mentors, can be identified to work with individuals or small groups by sharing special skills, knowledge, or interests. Mentors may be found among groups including senior citizens, business people, college instructors, members of civic organizations, and high school students themselves. Providing gifted and talented students with people, facilities, and learning experiences beyond the school opens up a rich array of resources and strengthens community support.

DEFINITIONS

Abbreviated Guide to Terms Used in Describing Programs for Gifted and Talented Students

1.	acceleration	Programs which provide for rapid progress through sequentially structured content. Examples of acceleration are: 1) early entrance, 2) skipping grades, 3) credit by examination, 4) non-graded classes, 5) early graduation, and 6) advanced placement classes.
2.	enrichment	Learning experiences which are intended to extend, supplement, and/or deepen understandings within specific content areas.
3.	differentiated programming	Programs that are qualitatively different from that provided in the regular classroom.
4.	heterogeneous grouping	Gifted and talented children remain in the regular classroom for instruction with their chronological peers.
5.	homogeneous grouping	Gifted and talented children are grouped together in a separate classroom for accelerated learning or enrichment experiences.
6.	itinerant teacher	A teacher who travels between two or more schools to work with children. Transportation of materials and equipment may be involved.
7.	mentor	A qualified adult who works with a student in a particular area of interest. A mentor may provide an internship or an apprenticeship.
8.	pull-out program	Children are taken out of classrooms for a specified period in order to work together on special assignments or activities which are not part of the regular program.
9.	resource room	A separate room or area containing a variety of learning materials and staffed by a resource room teacher. Children visit the resource room for special work assignments or group experiences.
10.	semi-separated	Children are homogeneously grouped for some part of the school day.
11.	total separation	Children are homogeneously grouped for the entire school day.

SECTION II
PROFILES OF NINE CASE STUDIES

During the 1977-1978 school year Paul Brubaker, graduate student at Harvard University, served an internship with the Bureau of Student Services, Massachusetts Department of Education. Brubaker did a comprehensive review of the literature on the characteristics seen as most important in developing programs for gifted and talented students. He then designed a study to identify variables most critical in building such programs from the points of view of both teachers and administrators. The study was limited to nine programs selected from among those first reported to the Department of Education in the 1977 School Summary Report. The sample was chosen to insure representation from all parts of the state and to reflect a range of funding sources.

Summary of Findings

Brubaker identified eighteen key features in the development and implementation of programs for gifted and talented. He then asked teachers in the programs to rank order these features and compared their rankings with those of administrators. He found that teachers and principals strongly agreed that a statement of philosophy and objectives was the most important feature in a program. In addition, three other features were seen as having top priority to both teachers and administrators: student selection procedures, community support, and a curriculum that was purposefully distinctive.

There were differences between the groups as well. For example, teachers were concerned about the need for clear administrative responsibility for the program while principals focused on the need for overall planning.

Least important features to both teachers and administrators were the availability of supplementary expenditures, and the need for special equipment and facilities.

In addition, Brubaker visited the nine programs and wrote an in-depth description of each. A summary of each case study is reported in this section.

AGAWAM

Project SEE, (Specific Enrichment Education).
Clifford M. Granger Elementary School

Program Prototype: part-time enrichment (one hour per day)
Participants: thirteen fourth and fifth grade students
Funding Source: local, $2,000

Contact: Ann Bradford, Program Director, (413) 789-1400

GOALS

Project SEE is for fourth and fifth grade students of high intellectual ability. It is designed to be a program of enrichment, although acceleration has often been a by-product. The goals of the program are:

- to help the gifted child develop into an intellectually and creatively capable, productive, and compassionate human being; and
- to expose the gifted child to wider and farther intellectual horizons which can be pursued throughout his or her learning career.

STUDENT IDENTIFICATION

Before Project SEE began, program personnel met with parents of the prospective participants to let them know what was being proposed for SEE. In the first phase of selection the principal reviewed the records of all third and fourth grade students who scored in the eighth and ninth stanines on achievement tests. Recommendations for these twenty-one students were sought from past and present teachers in order to judge the student's ability to progress simultaneously in both the regular and enrichment programs. Twelve students were selected.

CURRICULUM

Renzulli's Enrichment Triad Model* has been adapted to Project SEE. General exploratory activities expose students to a wide variety of topics, issues, and authors not ordinarily covered in the regular classroom. Group activities in critical thinking and creativity provide students with the skills and abilities necessary to solve problems in a variety of areas. Small group investigations of real problems have included videotaping documentaries on the life of Nathan Hale and The Upstairs Room, a book dealing with the hiding of Jewish children during World War II.

All Project SEE students are placed together in an open resource room where other students and teachers can see the activities, helping to bridge the gap between the program and regular classes.

CONSIDERATIONS FOR ADAPTATION

The principal has been active in finding the additional resources required for general supplies, transportation, and the program director's aide; and in evaluating the program. Once a week the teacher and principal review past activities

*see Bibliography pg. 62.

and preview future needs. In this way, the administration, parents, and community can be kept informed about the progress of the project.

Believing it is essential to involve as many staff members as possible in student selection and program evaluation, Project personnel encourage other districts to examine their communications network before beginning such a program.

BROCKTON

A-II (Advanced II) Program, West Junior High School

Program Prototype: full-time, homogeneous grouping
Participants: seventy seventh and eighth grade students
Funding Source: local, minimal costs

Contact: Joseph F. Plouffe, Assistant Superintendent
(617) 580-7531

GOALS

The academically talented junior high school student is the focus of attention in the Brockton A-II Program. Students are grouped homogeneously for all their academic coursework.

STUDENT IDENTIFICATION

Most of the junior high students are identified in third grade in preparation for the elementary school Program for Gifted Children (PGC). Initial referral by grade three teachers and school principals is based on: 1) teacher's observations and recommendations regarding health, emotional stability, interests, reasoning ability, originality, and capacity for work, 2) report cards and cumulative records; 3) intelligence ratios of 120 or better as shown by group tests; and 4) results of any previous individual intelligence test. Final screening is performed by the assistant superintendent, the principal of the school housing the program, and a committee of teachers from the PGC. Interviews are then conducted with parents of the forty selected children to familiarize them with the purpose of the program and to obtain their consent for pupil placement. Most of the students who reach PGC grade six continue at the junior high school level. Additional students are identified by a referral process on a continual basis.

CURRICULUM

The curriculum is organized to offer the students a wide range of learning activities concentrating on the higher cognitive levels of analysis and synthesis. In addition to basic skills taught in grades seven and eight throughout the city, the process-oriented A-II curriculum includes the humanities, sociology, philosophy, psychology, anthropology, and foreign languages. There is some acceleration but basically the program expands the learner's scope, providing for the divergent as well as the convergent thinker.

The Advanced-II Program functions on a flexible schedule allowing for large and small groups, independent study, and periodic self-structured days when students determine their own learning activities. A team of four teachers is responsible for organizing the daily schedule and implementing the philosophy of the program. Cooperative planning, team teaching, and close cooperation among the guidance counselor, administrators, parents, and teachers help the program to function effectively.

BROOKLINE

Program Prototype: heterogeneous grouping and teacher in-service
Participants: selected students, kindergarten through grade eight
Funding Source: local

Contact: Anne Nash, Program Director (1978-79), (617) 734-1111 x130
Louise Thompson, Program Director (1979-80), (617) 734-1111 x119

GOALS

The goals of this integrated approach to gifted education are:

- to develop some techniques and programs suitable for the average as well as the academically able child,
- to develop techniques for teachers and parents to encourage all children to reach their highest potential; and
- to develop a sound program consistent in all grades and schools.

STUDENT IDENTIFICATION

Brookline's priority is a professional development program including a paid summer workshop and two in-service days during the year for teachers from all elementary schools. These workshops develop an understanding of students' learning styles which is incorporated into the process for identifying students and is purposely informal.

An identification process, which includes teacher check lists, group IQ, and achievement scores, was instituted in 1978-79 to pinpoint students of high intelligence, academic ability, and creative or productive thinking. Most are served in the classroom through materials that challenge able students. A smaller number of students are selected for special activities designed to meet their particular gifts and needs. Two half-time staff positions are being sought to facilitate these special activities in 1979-80.

CURRICULUM

The curriculum provides diverse experiences for individual abilities and needs to "extend" children's thinking and learning opportunities. This approach impacts on everybody, but does not reach all the gifted and talented constantly. However, this format does provide opportunities for students to excel in directions of individual interest and ability, while minimizing the problems of separation.

PROGRAM ORGANIZATION AND OPERATION

The in-service component for teachers and challenging curriculum materials are the key components in this integrated approach. An Advisory Committee of parents and school staff evaluate the effectiveness of individualizing instruction for gifted and talented students.

Coordination of the program which is entitled: A Systematic Process for the Identification and Education of Gifted and Talented Students will be handled through the office of the Assistant Superintendent for Curriculum and Instruction in 1979-80.

CHELMSFORD

Leadership and the Law, Chelmsford High School

Program Prototype: high school course-two 45-minute periods per week
Participants: fourteen juniors and seniors
Funding Source: U.S. Office of Gifted and Talented, $6,762

Contact: Marcia Greenman Lebeau, Program Director, (617) 251-8792

GOALS

The general purpose of this course is to provide potential leaders with an opportunity to interact as a peer group in the study of morally complex social and legal problems. The Program Director is engaged in the study of leadership ability. Ms. Lebeau is attempting to determine (1) if student leaders possess a heightened sense of justice and ethical awareness, and (2) if these traits can be encouraged through the study of the law.

STUDENT IDENTIFICATION

Approximately fifty self-selected academically gifted or high-achieving students were involved in the first semester comprehensive law classes. It was anticipated that twelve to fifteen students would be identified as having potential or actual leadership ability.

A multiple-criteria identification process was employed to select highly motivated, verbally fluent leaders. Questionnaires were sent to parents requesting developmental and personal information.

Students whose combined verbal and numerical ability scores were above the sixth stanine on the Differential Aptitude Test were selected in the first screening process. Further screening identified students whose SRA scores in reading, language, and resource skills were above the 90th percentile. Finally, peer nominations were obtained using a sociogram technique dealing with the mock selection of town officials.

CURRICULUM

The course includes a review of society's standards of ethics and morality, the students' own standards, the moral issues of current events, exercises in logic, and an analysis of major Supreme Court decisions as affected by the ethics of an era. The class is conducted as a seminar using the Socratic or case method.

To enhance the higher mental processes of analysis, synthesis, and evaluation, students follow a legal case of their choice and suggest ways the law could be interpreted differently to produce an equitable and just decision. Mentors in the field of law have helped to shape this program and have provided direction to individual students.

MEDFIELD

Project IMPACT (In Medfield Program for Academically and Creatively Talented)

Program Prototype: partial pull-out (two half day sessions per week)
Participants: twenty-nine fifth and sixth graders, thirteen seventh and eighth graders
Funding Source: CETA (Comprehensive Employment Training Act), $114,000 for 1977-78, funded by Medfield 1978-79

Contact: Diana Otis Reeves, Program Director, (617) 359-2396

GOALS

IMPACT, an enrichment program for the academically and creatively talented, is designed to:

- offer gifted students the opportunity to be with peers of similar capabilities;
- enable students to become independent learners, using higher mental processes and creative expression;
- provide enrichment not only for those in the program but for other students who will benefit from IMPACT research, projects, and materials;
- tie in with community activities to allow for real life integration; and
- allow twenty-two paraprofessionals to receive training as teachers and classroom aides.

STUDENT IDENTIFICATION

IMPACT's identification system includes: 1) nominations from teachers, parents, peers, and self; 2) achievement tests and Raven's Progressive Matrices; and 3) Scales for the Rating of Behavioral Characteristics of Superior Students, (Renzulli, Hartman, et al.) and the Me Booklet, developed by Medfield staff.

CURRICULUM

The IMPACT curriculum was based on The Enrichment Triad Model by Dr. Joseph Renzulli.* Students and parents completed interest inventories to determine content areas for three ten-week units. The first five weeks of each unit were spent on general exploratory skills and group training, the second five weeks involved students in in-depth investigations of real problems.

CONSIDERATIONS FOR ADAPTATION

The one-year, CETA-funded IMPACT model was successful enough to warrant local funding of a modified version of the program for 1978-79. Community support for, and involvement in, the program along with positive student change were key reasons for the continuation.

CETA funding placed several constraints on the program in recruiting competent paraprofessionals, and acquiring materials immediately. Another reality of the

*see Bibliography pg. 62.

program is the pressure of peers and time on participants. Avoiding the "egg-head" label is a concern to some students. Also, because IMPACT work was done in addition to regular classwork, students often restrict their IMPACT involvement.

Consensus in Medfield surrounds the notion of tying gifted and talented activities into established projects in the community. Mentor and community contacts are used to further differentiate curricula. Establishing and maintaining these contacts has proven successful.

NEW BEDFORD

TAG (Talented and Gifted) Magnet Resource Program

Program Prototype: pull-out (bussed to magnet school, bilingual)
Participants: fourth, fifth, and sixth graders
Funding Source: Bureau of Equal Educational Opportunity
Massachusetts Department of Education, $52,760, since 1976

Contact: Ligia de Medeiros, Program Director, (617) 997-4511

GOALS

The Talented and Gifted Magnet Resource Program (TAG) in New Bedford is an alternative for academically talented students. Fifty percent of the TAG enrollment is from the minority population. Over two-thirds of these students are Portuguese. There have been first-year immigrants participating who did not speak English. For them, experiences were designed to help them utilize higher thought processes while they mastered language skills.

STUDENT IDENTIFICATION

The TAG screening committee employs several criteria for identifying potential enrollees.

1. All principals submit a list of third grade students who score 125 and above on group intelligence tests and are above the 94th percentile on both the Standord Achievement Test and the Metropolitan Achievement Test.
2. The candidate's classroom teacher fills out sections of Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli, Hartman, et al.) for each student.
3. The screening committee is composed of a principal, a TAG teacher, the TAG supervisor, two teachers from a parallel enrichment program, a member from the minority community, and one bilingual representative. The committee makes the final selection of candidates.

Students not meeting these criteria may still be considered for the program. Teachers may nominate students. The committee is sensitive to students enrolled in Title I schools, bilingual students, and members of minority groups for whom teacher recommendations are most important. To compensate for a lack of suitable testing, every minority child is given an individual WISC (Weschler Intelligence Scale for Children) if giftedness is suggested by other categories. For bilingual students, an instrument sensitive to the abilities of Portuguese-speaking students has been developed. The preferred criteria for selection is "demonstrated creativity" and "high motivation". The long-range plan is to revitalize current identification procedures by conducting in-depth interviews.

CURRICULUM

The curriculum is process-oriented, and includes skills in research, thinking, creativity, communication, automated computing, and speed reading.

CONSIDERATIONS FOR ADAPTATION

The TAG staff contends that for a project of this dimension and intensity, a supplementary budget and weekly planning day are essential.

OXFORD

Oxford Project Talent (OPT)

Program Prototype: pull-out (2 half-day sessions per week) itinerant teacher
Participants: fourth, fifth, sixth, and seventh grade students in four schools
Funding Source: local, teacher salary only, since 1976

Contact: Anthony DeCesare, Program Director, (617) 987-2835

GOALS

Oxford Project Talent (OPT) is for academically talented students in grades 4-7. Enrichment activities provide a format where gifted students can come together to challenge and interact with others having similar skills and talents.

Some of the goals are to:

- provide students with a balance between prescription and freedom in investigative study, the opportunity to assess a variety of ideas and examine his or her own thinking, and the thinking of others;

- encourage self direction, exploration of specific subjects in an inter-disciplinary manner, originality of thought and expression, and examination of elements which affect personal conduct and social action;

- develop a stronger self-image, the recognition of the need for quality in investigation, and the skills of interpreting uncovered data.

STUDENT IDENTIFICATION

The Pupil Appraisal Team (PAT) chooses the candidates for the program. PAT members are the program teacher, the principal, guidance counselor, and classroom teacher for the respective school. Any teacher or administrator may refer a student to the PAT for consideration. Pupil recommendations also receive consideration, as do recommendations from parents and other school professionals. All recommendations are based on:

- I Q score of 130 or higher based upon the Otis-Lennon Mental Abilities or other group test;

- ninety-five percentile in the reading section of the Iowa Achievement Test; and

- ninety-five percentile in the mathematics sections of the Iowa Test.

Secondary review is given to those students who meet at least one of the criteria and who exhibit other qualities indicated through teacher recommendations. The Scale for Rating Behavioral Characteristics of Superior Students (Renzulli, Hartman, et al.) has been adapted for local purposes.

CURRICULUM

The curriculum is adapted from Renzulli's Enrichment Triad Model. Research projects are completely separate from regular classes with contracts as short as three weeks or as long as several months. Longer term contracts are broken down into specific facets through teacher-student conferences and agreements.

Students are expected to continually evaluate themselves and their peers to guarantee on-going progress. Every attempt is made to individualize the program and students often work with volunteer faculty members at the high school or with outside mentors approved by the administration. Community resource people, high school students, and parents have all been greatly involved in the program.

PROJECT PRISM

(Easton, Foxborough, Mansfield, Norton)

Program Prototype: mainstreamed, teacher-support
Participants: Middle and Junior High Schools in Easton, Foxborough, Mansfield and Norton
Funding Source: ESEA, Title IV-C, 1977-1980 $194,739.

Contact: Maryellen Cunnion, Program Director, (617) 285-3718

GOALS

PRISM (Potential Realized through Innovative Support Models) is an integrated project which permits gifted and talented students to be identified in the sixth grade, but remain in the mainstream of education. Regular teachers are responsible for differentiating educational experiences for these students. PRISM staff acting as consultants to teachers, specialists, and administrators, provide workshops, resource materials, and ongoing assistance with independent study programs, mentors, curriculum adaptation, and mini-courses.

STUDENT IDENTIFICATION

A three-step identification procedure developed by sixth grade teachers includes initial screening, further assessment of identified candidates, and final selection. In the initial screening, nominations are gathered from teachers, parents, and peers, and added to existing test information. Step two further assesses the pool of candidates for aptitude and achievement (for academically gifted) or by reviewing creative products (for artistically and musically gifted children). Case study sheets detailing the characteristics, accomplishments, and needs of the pupils in the pool of candidates are reviewed by project staff. After discussions between project staff and teachers, final selections are made.

PROGRAM ORGANIZATION AND OPERATION

Two full days of in-service training were provided for sixth and seventh grade teachers in the first year of the project; during the second year, eighth grade teachers will receive in-service training. A teacher's involvement with PRISM staff beyond the in-service training is voluntary. As expected, some teachers are more eager to differentiate curriculum for their gifted students than others. Teachers who request assistance are supported by project staff, resources, and frequently parents.

CONSIDERATIONS FOR ADAPTATION

Support of principals for the teachers and program is critical in federally funded projects. Local commitment to the program must be developed if it is to survive beyond the funding period. In planning any type of gifted and talented program, a year should be spent assessing the unique needs of the school system and considering a variety of options. Be sure that the school's regular curriculum is sufficiently enriched so that the program for gifted students will be sufficiently challenging.

Starting a pilot version slowly with students who clearly need differentiated learning experiences will help a long-term program succeed. Most importantly, there is more than one way to provide for the gifted. Matching services to a student's learning style is a key to an educationally sound gifted and talented program.

QUINCY

Elementary Laboratory Center (ELC), Lincoln-Hancock Community School

Program Prototype: pull-out (one day per week)
Participants: 160 fifth and sixth grade students
Funding Source: local ($3000 and 3 teachers' salaries)

Contact: Morrie Hibbard, Principal
(617) 786-8715

GOALS

The Elementary Laboratory Center (ELC) for gifted students originated in 1958 and has continued as part of the Quincy Public Schools ever since. The purpose of the ELC is to provide an environment that enriches other classroom and life experiences for academically talented students.

STUDENT IDENTIFICATION

Fourth grade students with a total battery score of 120 or above on the Short Form Test of Academic Aptitude (SFTAA) and who have achieved at the 95th percentile or above on the California Achievement Test (CAT) total battery must be recommended for fifth grade entrance into the program. Students who have achieved one of these figures and who have a sum of at least 215 when both are added may be recommended at the discretion of the home school. The Scale for Rating Behavioral Characteristics of Superior Students (Renzulli, Hartman, et al.) and a simple teacher recommendation form supplement the standardized tests. Program personnel would like to expand the criteria used to identify the underachieving gifted and students with strengths other than academic achievement.

CURRICULUM

Quincy uses the locally created Student Centered Learning System (SCLS) curriculum objectives and used the Enrichment Triad Model* (Renzulli) to enliven Center learning. The activities are varied and stress the development of the higher level thinking skills (analysis, synthesis, evaluation). Some of the activities used to develop these skills are creative writing, interpretive reading of Junior Great Books and science fiction, seminars conducted by community resources, and a monthly speaker's night for students and parents. Immersion weeks are the peak experiences for many students in which the student is out of school for an entire week studying government or history in depth

CONSIDERATIONS FOR ADAPTATION

ELC has evolved over a long period of time and from a broad base of community support. Any hasty attempt to imitate such a large-scale program would probably fall short of expectations. The recommended strategy for beginning a program is to start small and have sufficient resources before increasing the number of students to be served.

*See Bibliography pg. 62.

SECTION III

SURVEY OF PROGRAMS IN MASSACHUSETTS

Information about gifted and talented programs was initially taken from the October 1, 1978 School Summary Reports to the Massachusetts Department of Education. Out of 383 operating school systems, 223 systems reported some kind of program for gifted and talented students.

On January 10, 1979, a letter was sent to the school districts that had reported programs, asking for more information. One hundred districts responded, and their programs are briefly described in this section.

Several important points should be made about this process. First, no explicit criteria were provided as to what qualified as a program for the gifted and talented. The intent was to encourage school districts to make these judgments independently. As a result, the programs run the gamut of possibilities from a Junior Great Books program, to accelerated elementary mathematics, to a six-week resident summer enrichment program for eighth and ninth graders. Obviously not all programs will meet a particular school system's criteria for educating gifted and talented students.

Secondly, with minor editing, program descriptions appear just as they were reported. Inclusion does not imply endorsement by the Department of Education. These programs are presented to indicate the variety of options and approaches to the education of the gifted and talented found in school districts in the Commonwealth.

Finally, readers can assume that unless otherwise noted, these programs are funded using local sources, and can be visited if prior arrangements are made with the individual school.

ANDOVER

Doherty School
36 Bartlet Street
Andover, MA 01810
Contact: Lois Haslam
(617) 470-1700
x228

Using school facilities and community and greater Boston museum resources, Andover's gifted programs develop competencies that complement, yet move beyond, regular classroom curricula. Activities match the particular learning characteristics of students grades 4-6. Areas of concentration include independent study, problem solving, planning, and critical and creative thinking skills.

ASHLAND

Mindess Middle School
90 Concord Street
Ashland, MA 01721
Contact: Gerald Linder
(617) 881-2126

Mindess Middle School reports that the algebra class, geared for 15 to 18 accelerated 8th grade students, has been an integral part of the math program. Teachers recommend students based on ability and achievement.

ATHOL-ROYALSTON

Athol High School
2363 Main Street
Athol, MA 01331
Contact: Ms. Dufort
(617) 249-3254

Gifted students at Athol High School receive enrichment through independent studies in various disciplines. Department heads approve the selected studies and faculty members provide guidance.

BEDFORD

Mudge Way School
Bedford, MA 01730
Contact: Anne Drummond
(617) 275-2155

Mudge Way School has established a program for 53 students, grades 2 through 6. The program covers all subject areas and utilizes individualized learning contracts with a mentorship approach. The program is funded locally with some contribution from the Merrimack Education Center's Project Enterprise.*

BERKLEY

Berkley Elementary School and
Berkley Junior High School
South Main Street
Berkley, MA 02780
Contact: Mr. Canuel
(617) 822-9550

Gifted students, grades 3-8, participate in Berkley's Hi-Performance program. Individualized programs have been developed for 29 students with more participants expected in the future. The process involves: student referral; a teacher/parent/principal conference; student interview; and program development, implementation and evaluation.

BEVERLY

McKay School
131 McKay Street
Beverly, MA 01915
Contact: Judith Alexander
James Watras
(617) 922-2867

The Elementary Enrichment Center (EEC) is a one day per week pull-out enrichment program for academically talented 4th, 5th, and 6th grade students. Beginning in September 1979 the program will be extended and modified for both of the two junior high schools.

*See also pg. 49.

BILLERICA

S. G. Hajjar Elementary School
Rogers Street
Billerica, MA 01862
Contact: Louise Ladd
(617) 667-3871

The Enrichment Activities Program serves 75 students in grades 3, 4, and 5. Six volunteer teachers assist the full-time teacher in French, metrics, weather and climate, theatre and library skills. To be included in the program, students must be two grade levels above in achievement, and maintain above grade level marks.

BLACKSTONE VALLEY VOCATIONAL REGIONAL SCHOOL DISTRICT

Blackstone Valley Regional
Vocational Technical High School
Pleasant Street
Upton, MA 01568
Contact: John F. LeBrun
(617) 529-7758

This program currently serves 3 independent study students in advanced mathematics, calculus, and linear albegra, to prepare them for college mathematics.

BOLTON

Emerson School
Bolton, MA 01740
Contact: Linda Kellom
(617) 779-2821

The Literary Shells Program is a reading/language arts course offered for superior readers in the elementary grades to supplement the basic reading and literature taught in the classroom. Discussion, problem solving techniques, and higher level thinking skills are emphasized in afternoon mini-courses.

BOSTON

26 Court Street
Boston, MA 02108
Contact: Eric Cooper
(617) 726-6595

A number of Boston's elementary schools participate in the Advanced Work Class (AWC) program. AWC at the 4th and 5th grade level is a 2 year program for students with similar abilities who are grouped with the same teacher and taught regular grade level curriculum with a wider understanding of curriculum areas, rather than acceleration. The Academically Talented Section (ATS) is a continuation of AWC in grade 6. Visitation policies vary with each school.

BOSTON

Boston Technical High School
205 Townsend Street
Dorchester, MA 02121
Contact: Sam Feldman
(617) 445-5350

Boston Technical High School offers a curriculum for gifted and talented students in mathematics, science, and technology. Students gain entrance to the program through examination.

BOSTON

Boston Latin Academy
380 Talbot Avenue
Boston, MA 02124
Contact: Louise Dooley
(617) 825-4240

Boston Latin Academy offers boys and girls a classical college preparatory program. The entrance examination for grades 7 and 9 is open to any student residing in the city of Boston.

BOURNE

Curriculum Office
5500 Curtis Boulevard
Bourne, MA 02542
Contact: Eleanor M. Priestley
(617) 563-3736

Bourne's study committee on the academically and/or creatively talented is recommending the initiation of an enrichment program in grades 4, 5, and 6 to the school committee. Planning will begin in 1979-80 for implementation in the 1980-81 school year.

BRAINTREE

Hollis School
482 Washington Street
Braintree, MA 02184
Contact: George Cahill
(617) 848-4000 x180

The Hollis School offers an enrichment program for 4th and 5th grade students in mathematics and language arts. The program serves 80 students who meet with a team of resource teachers in a center at Hollis School one day per week. The team is composed of a mathematics specialist, 2 reading specialists, 2 media specialists, and 2 guidance specialists.

BROCKTON

Arnone School
175 Warren Avenue
Brockton, MA 02401
Contact: Francis J. Dunbar, Jr.
(617) 580-7241

Approximately 40 students are selected for Brockton's gifted classes. Specialists in music, art, physical education, and foreign languages work with these 4th grade level classes once a week. The program encourages both independent and group activities. See also the Advanced II Program on pg. 11.

CAMBRIDGE

Peabody and Rindge Schools
Cambridge, MA 02138
Contact: Marilyn A. McGinn
(617) 492-8000 x277

The Academically Talented (A.T.) Program, operating primarily in self-contained classrooms in grades 6, 7, and 8, serves 200 students. Involvement with the Museum of Science and Little People's Theatre supplement acceleration and enrichment activities.

CANTON

Hemenway School
670 Washington Street
Canton, MA 02021
Contact: James Lynch
(617) 828-1012

This multi-dimensional program serves intellectually gifted 3rd, 4th, and 5th graders and utilizes SOI* factor analysis as a basis for individualizing educational plans.

CONCORD

Thoreau School
29 Prairie Street
Concord, MA 01742
Contact: John A. Benjamin
(617) 369-9500 x219

The Thoreau School houses a pilot program for 21 gifted and talented 5th graders. Materials and new techniques are being developed for use in this program. To assure a free and open atmosphere, visitors have not been allowed.

*See Bibliography - Guilford pg. 57.

DARTMOUTH

Dartmouth Middle School
529 Hawthorn Street
North Dartmouth, MA 02748
Contact: Douglas Pfeninger
(617) 997-3178

The Enhanced Learning Program is an enrichment program for 30 academically talented and gifted 8th grade students. In addition to enhancing language arts and mathematics skills, time spent in the resource room develops research, thinking, creativity, communication,and listening skills.

DEDHAM

Avery School
123 High Street
Dedham, MA 02026
Contact: Regina Tierney
(617) 326-5354

The Gifted/Talented Program in Dedham begins September, 1979 for grades 5 and 6 on a one-day-a week basis. Plans are still incomplete but the school will be pleased to send any information after September, 1979.

DENNIS-YARMOUTH

Mattacheese Middle School
West Yarmouth, MA 02673
Contact: D. F. Eldredge
(617) 771-0232

The Mattacheese School conducts an environmental studies enrichment program for gifted 6th, 7th, and 8th grade students. Fifteen students visit the Cape Cod Museum of Natural History one afternoon per week after school for eight weeks.

DENNIS-YARMOUTH

Ezra H. Baker School
P.O. Box 85
Dennis Port, MA 02639
Contact: Walter S. Morley
(617) 398-2229

The Ezra H. Baker School has an individualized mathematics program for a 4th grader working on a self-study course in algebra I using the same text as the high school. Later in the year the school plans to introduce the student to computer programming.

DENNIS-YARMOUTH

Marguerite E. Small School
440 Higgins Crowell Street
West Yarmouth, MA 02673
Contact: Charles T. Orloff
(617) 775-5233

The Talented Gifted Art Program meets for one hour a week for children in grades 4 and 5 selected for their creative ability. Most have shown high development in fine motor skills, inventiveness, flexibility and originality.

DENNIS-YARMOUTH

Nathaniel H. Wixon Middle School
P.O. Box R
South Dennis, MA 02660
Contact: John Todd (Stage Band)
Nancy Keefe (Romance Language Course)
(617) 385-9119

About 14 regular concert band members displaying superior capabilities in reading popular music comprise the Stage Band. Another 30 6th grade students, proficient in reading, are enrolled in a romance language course. This course traces the development of languages by studying the influence of Latin on the Romance languages and English.

DENNIS-YARMOUTH

John Simpkins School
Old Main Street
South Yarmouth, MA 02664
Contact: George A. Cross
(617) 394-3545

Junior Great Books, an enrichment discussion group for 4th and 5th grade students, focuses on reading and explores texts written by selected authors. Fifteen students and one teacher, meet once per week for 45 minutes. Multi-Media Art, an art exploration and creativity class, gives 20 5th grade students the experience of self-expression through a variety of art media and outside community contact. Students in both programs are nominated by parents and teachers using Renzulli's * behavioral scale.

EVERETT

Centre School, grades 4-6
Parlin Jr. High School, grades 7-8
Everett High School, grades 9-12
548 Broadway, Everett, MA 02149
Contact: Virginia J. DeNatalie
(617) 389-7950 x120

Everett implements an academically talented program on the elementary, junior, and senior high levels with enrichment and acceleration provided in areas of students' strengths and interests. Ongoing evaluations determine eligibility for continuation in the program.

FALL RIVER

417 Rock Street
Fall River, MA 02720
Contact: Mary T. Carvalho
(617) 678-4571

Five hundred 6th, 7th, and 8th grade students in homogeneous classes, participate in the Special Abilities Program in Fall River. Sixth graders begin studying French three times a week, and continue on a full-time basis in 7th and 8th grade.

FALMOUTH

Teaticket Elementary School
45 Maravista Ext.
Teaticket, MA 02536
Contact: John D. Oser
(617) 548-1550

The High Intensity Learning Center (HILC) offers 3rd and 4th graders of all ability levels opportunities in enrichment reading and prescribes individual learning packages based on students' needs. Center staff diagnose, prescribe, monitor, and assess progress as pupils work toward learning objectives.

FITCHBURG

Reingold Elementary School
70 Reingold Avenue
Fitchburg, MA 01420
Contact: Paul Benoit
(617) 345-6991

The Academically Talented program includes 40 5th and 6th graders who have been identified by achievement, teacher recommendations, and individual IQ tests. Team teachers build interdisciplinary units around local resources and field experiences.

FRAMINGHAM

Secondary Schools
Framingham, MA 01701
Contact: Arthur DelPrete
(617) 877-3338

Both North and South High Schools offer advanced placement courses in calculus, biology, chemistry, physics, and English for accelerated students. Four middle schools offer algebra to 8th grade students who are accelerated in mathematics.

*See Bibliography pg. 62.

FRANKLIN

East Central Street
Franklin, MA 02038
Contact: Gus Sayer
(617) 528-5600

Dimensions, an enrichment program for grades 4-6, brings 57 students into the resource room one full day each week. The curriculum provides students with many opportunities to pursue independent projects.

FREETOWN-LAKEVILLE

Freetown Elementary School
43 Bullock Road
East Freetown, MA 02717
Contact: August Pereira, Jr.
(617) 763-5121

Thirty-nine 3rd and 4th grade children, who excel in many subject areas, especially reading, meet with the librarian once a week to work on book reports, independent research, a school newspaper, and other projects.

FRONTIER REGIONAL SCHOOL DISTRICT

Frontier Regional School
311 Main Street
South Deerfield, MA 01373
Contact: Gordon L. Noseworthy
(413) 665-2118

Frontier Regional School conducts a pilot program for gifted 7th graders. Students meet with mentors three times per week on individualized enrichment projects.

GRANVILLE

Village School
Granville, MA 01034
Contact: Mr. Bergeron
(413) 357-6626

The Granville Village School offers French I for all students in grades 4-8 and algebra I to some students in grades 8. Both courses allow students to continue with second year French or mathematics when they reach high school.

HADLEY

Russell School
Middle Street
Hadley, MA 01035
Contact: Betty Hukowicz
(413) 586-5446

The Russell School offers two programs. One is an in-school program for 10 4th graders stressing study skills and independent research based on a child's interests. An after school enrichment program involves 25 students, grades 5, 6, and 7, in blocks of enrichment activities after which they pursue independent research under the guidance of an advisor.

HAMPSHIRE REGIONAL

Hampshire Regional High School
RR #1, Easthampton, MA 01027
Contact: Fred Rugg
(413) 586-3960

Hampshire Regional High School reports an accelerated course in drama and acting. High school juniors work with dramatic forms from farce to tragedy through the study of one-act plays, modern full-length plays, and a Shakespearean play. In addition, students work with set design, make-up and costuming. Plays are studied from an academic point of view.

HANOVER

Hanover High School
Cedar Street
Hanover, MA 02339
Contact: Pamela Gray
(617) 878-5450

Hanover High students explore individual interests through faculty guided projects. A staff committee approves proposals and, with the administration, evaluates research. Projects have included research in cellular biology, oral interpretation of literature, original poetry, and art work.

HANOVER

Cedar Elementary School
Cedar Street
Hanover, MA 02339
Contact: Ruth Douillette
(617) 878-7228

The Cedar School has an enrichment program for high potential students in grades 1-5. Each student develops a general curriculum topic through independent study projects, field trips, and other activities. The teacher also assists and coordinates activities with regular classroom teachers.

HUDSON

J.F. Kennedy School
Manning Street
Hudson, MA 01749
Contact: David Quinn
(617) 562-7313

Project R.E.A.C.H. is presently operating as a pilot program for 7th and 8th grade students who have been identified as academically gifted. The students have the option of attending classes in humanities, science, research and reference skills, reasoning skills, and debating. A project proposal is being written for federal funding.

HULL

all elementary schools
7 Spring Street
Hull, MA 02045
Contact: Richard P. Charlton
(617) 925-0771

In Hull, program consideration for academically talented and gifted students is tailored to individual needs. Students are placed at more advanced grade levels in their particular areas of talent.

UNION 31-TRITOWN DIVISION

Kingston, Halifax, and Plympton
130 Pembroke Street
Kingston, MA 02364
Contact: Christopher J. Gregory
(617) 585-4313

Project CHILD-79, a CETA funded project, serves 60-70 children in grades 1-6 in all areas of giftedness. Gifted children work both in their regular and a separate classroom with a teacher who monitors all contracts and products. In addition, children study conversational French.

MT. GREYLOCK SCHOOL UNION

Lanesborough School
188 Summer Street
Lanesborough, MA 01237
Contact: Raymond F. Glynn
(413) 443-0027

The Lanesborough School has initiated an integrated program for 40 gifted and talented students from grades K-6. The entire staff has been trained in the identification, planning, implementation, and evaluation of gifted and talented students in all areas.

LEE

Lee High School
Greylock Street
Lee, MA 01238
Contact: William Bourdon
(413) 243-2100

Lee High School reports there are 15 students in advanced placement English.

LYNN

42 Franklin Street
Lynn, MA 01902
Contact: Mr. Johns
(617) 598-9197

Lynn offers accelerated mathematics and science courses for grades 9-12. College bound students take algebra I in grade 9, algebra II and trigonometry in grade 10, analytical geometry and pre-calculus in grade 11, and calculus in grade 12.

MANCHESTER

Lincoln Street
Manchester, MA 01944
Contact: Peter Hare, (617) 526-4919
Mrs. Jermain, (617) 526-4494

A variety of enrichment courses meet once a week before, during, and after school in grades 4-6, and after school in grades 7 and 8. School staff and community members volunteer as teachers.

MARSHFIELD

Governor Winslow School
Marshfield, MA 02050
Contact: Leo Dauwer
(617) 837-[illegible]71

The Governor Winslow School provides enrichment activities through a resource teacher for 24 students in grades 1-5 in general academics. Student selection is based on classroom teacher recommendation. The program is currently CETA funded.

MASCONOMET REGIONAL SCHOOL DISTRICT

Masconomet Junior/Senior High School
R.F.D., Topsfield, MA 01983
Contact: Stephen C. Smith
(617) 887-2323

The program at Masconomet Junior and Senior High School consists of acceleration through the standard curriculum, homogeneous high ability grouping, limited enrichment, individualized experiences, and early graduation. Future plans are to identify gifted and talented students using national criteria and develop specific programs.

MIDDLEBOROUGH

Junior and Senior High Schools
Middleboro, MA 02346
Contact: John McGovern
(617) 697-6191

Project Contemporary Competitiveness, (P.C.C.) is a summer enrichment program offered to 25-30 children in grades 8 and 9 at Bridgewater State College. The six week resident course focuses on multi-area studies. Middleborough High School also offers advanced mathematics for students who excel.

MILFORD

Milford High School
West Fountain Street
Milford, MA 01757
Contact: Joyce Phillips
(617) 473-0018 x114

Milford High School offers advanced placement modern European history and calculus courses to seniors.

MILLBURY

Elmwood (3-5), Shaw Middle (6-8),
High School (9-12)
12 Martin Street
Millbury, MA 01527
Contact: Alfred J. Sylvia
(617) 865-9501

The Elmwood School, Shaw Middle School, and high school provide advanced instructional programs for the academically talented. These range from algebra and French at the middle school to honors and advanced placement courses at the high school.

MILLIS

Memorial School
Main Street
Millis, MA 02054
Contact: Laurence W. Aronstein
(617) 376-8681

Project Achievement is an independent program for 18 academically gifted 5th and 6th grade students. Individual projects are developed with the program director based on a child's interests. Students are encouraged to do original research, and to identify adult mentors who will work with them individually.

MILLIS

Memorial Annex
Plain Street
Millis, MA 02054
Contact: Ed Begley
(617) 376-8221

Eight 3rd and 4th grade students participate in this enrichment program. Individual and small group projects are developed around students' interests. Twenty-six students participate in a Junior Great Books program.

MILLIS

Clyde F. Brown School
Park Road
Millis, MA 02054
Contact: Raymond T. Lanthier
(617) 376-8050

Public and school libraries and a nearby planetarium supplement a science and social studies enrichment program for 5 2nd graders. Individual and composite reports assigned by the resource teacher sharpen skills in note-taking, outlining, and organizing and presenting information.

MILLIS

Millis Jr., Sr. High School
Plain Street
Millis, MA 02054
Contact: Paul A. Brunelle
(617) 376-2912

Eligible students are identified through objective data and teacher recommendation for individually formulated programs based on their interests. Current activities target music, art, industrial arts, foreign language, and social studies.

MONSON

Main Street School
Monson, MA 01057
Cohtact: J. M. Hatton
(617) 267-4857

Program R.E.A.C.H. pilots an enrichment program for 37 students in grades 4, 5, and 6. Horizontal and vertical learning, based on students' interests, is encouraged.

MONTAGUE

Sheffield School
Crocker Avenue
Turners Falls, MA 01376
Contact: Daniel R. Morrison
(413) 863-9324

Fifth and 6th graders must have a confirmed IQ of 125+ and be at least two years above grade level on achievement tests in areas of language arts, mathematics, and science to participate in this program. Students research, read, and report on selections from "Great Books" collections and design individual projects in art, drama, and other areas of interest to them.

NAHANT

Nahant Junior High School
Nahant, MA 01908
Contact: Leonard F. Piazza
(617) 581-1600

Nahant Junior High has an Expanded Enrichment Program (EEP) in the development stage. A committee, backed by the school committee and superintendent, hopes to complete a format and outline before next fall.

NASHOBA REGIONAL SCHOOL DISTRICT

Nashoba Regional High School
Bolton, MA 01740
Contact: Don Willson
(617) 779-2257

Juniors and seniors meeting certain requirements may enroll in two courses: American Cultures and Western Cultures. These team taught courses are designed to supplement the study of history and accelerated English and exempt students from their usual requirements. Students need the permission of the guidance, English, and social studies departments to take either course.

NATICK

Natick Public Schools
(system-wide)
Natick, MA 01760
Contact: Daniel Thomas
(617) 653-0550

Natick will implement an elementary program in 1979-80 consisting of individualization, in-school cluster programming for K-3 and 4-6, and a pull-out program for some pupils in grades 4-6. Extended learning experiences will be provided in the classroom, with extra provision for creative and in-depth activities for the academically gifted in a pull-out program.

NAUSET REGIONAL SCHOOL DISTRICT

Eastham Elementary School
Schoolhouse Road
Eastham, MA 02642
Contact: Daniel Shay
(617) 255-0808

Eastham emphasizes acceleration rather than enrichment in their curriculum. Teachers plan expectations for the children identified through a screening process.

NAUSET REGIONAL SCHOOL DISTRICT

Nauset Regional Middle School
Route 28
Orleans, MA 02653
Contact: John Stewart
(617) 255-0016

The Academically Advanced and Talented Student Program at Nauset Regional Middle School services children in grades 5-8 in the regular classroom. Children spend from 5% to 20% of their time with a teacher-coordinator or mentor and are given an opportunity to broaden their scope, accelerate their pace, and explore new areas of interest.

NAUSET REGIONAL SCHOOL DISTRICT

Brewster Elementary School
Underpass Road
Brewster, MA 02631
Contact: Richard Bridgewood
(617) 896-5933

At Brewster Elementary School, 2 volunteer senior citizens offer instruction in chess to 28 3rd and 4th grade students. Children are chosen by the teacher because they possess an interest in chess and are proficient in mathematics.

NEEDHAM

1330 Highland Avenue
Needham, MA 02192
Contact: Walter R. Nagle
(617) 444-4100

The Needham program is currently in the planning stage. Present needs are being met by each child's classroom teacher and available resource personnel. The screening process will begin in the fall of 1979 for grades 1-6. The target date for a grade 4-6 program is January 1980.

NEW BEDFORD

455 County Street
New Bedford, MA 02740
Contact: Grace Frey
(617) 997-4511 x270

New Bedford has 2 programs. One offers full-time enrichment for grades 4, 5, and 6. The second, called the Talented and Gifted Magnet Resource Program (TAG), provides alternatives for 126 4th, 5th, and 6th graders from diverse ethnic and racial backgrounds. The magnet center uses interdisciplinary and individualized learning to stimulate academic and personal growth, and appreciation of varied life styles.

NORTH ANDOVER

North Andover High School
675 Chickering Road
North Andover, MA 01845
Contact: Thomas L. Regan
(617) 682-3122

North Andover juniors and seniors may participate in courses at Merrimack College.

NORTHBOROUGH

Bartlett Street
Northborough, MA 01532
Contact: Dennis DiSalvo
(617) 393-2188

Fourth and 5th grade pupils involved in Project GAIN spend 30% of the time outside their classroom under the resource teacher's direction. This teacher also coordinates activities with parents and classroom teachers.

NORTHBRIDGE

Northbridge Primary School
14 Hill Street
Whitinsville, MA 01588
Contact: Dwain Robbins
(617) 234-6346

The Jets, an accelerated group of kindergarteners, receive individualized academic and enrichment work in a class integrated with other students.

NORTHBRIDGE

W. Edward Balmer School
Crescent Street
Whitinsville, MA 01588
Contact: Thomas P. McMurray
(617) 234-8161

A reading director and a mathematics coordinator regularly monitor 24 students, grades 3-6, involved in an enrichment program.

NORTH CENTRAL MASSACHUSETTS

Petersham Center School
Spring Street
Petersham, MA 01366
Contact: Joanne K. Potee
(617) 724-3363

Youngsters from grades 2-6, selected on the basis of mental aptitude and achievement test scores compose Discovery Groups I and II. Areas of study have included Egyptian art and culture, and Greek mythology with field trips to the Boston Museum of Fine Arts and and the Harvard Forest Museum. Plans for the spring include studying the geology and structure of Petersham a hundred years ago.

NORTH MIDDLESEX REGIONAL

Spaulding Middle School
1 Whitcomb Street
Townsend, MA 01469
Contact: Norman W. May
(617) 597-8502

The Spaulding Middle School program is in the preliminary stages of developing programming for gifted and talented children. They are currently gathering basic data and visiting other school programs.

NORWOOD

Balch Elementary School
Washington Street
Norwood, MA 02062
Contact: Andrew Ciarletta
(617) 762-0694

Project BERG (Balch Elementary Reading Group) is a reading enrichment program for gifted students, grades 1-6. It presently serves 55 pupils who meet with the librarian once a week for one half hour.

OAKHAM

Oakham Center School
Deacon Allen Drive
Oakham, MA 01068
Contact: Mark Steina
(617) 882-3392 & 3393

Oakham Center School's enrichment program is taught by several teachers each knowledgeable in a particular area. Classes include basketry, rockets, photography, music, and film. The classes are open to 4th, 5th and 6th graders who are assigned individual contracts.

OLD ROCHESTER REGIONAL SCHOOL DISTRICT

Old Rochester Regional Junior High School
Marion Road
Mattapoisett, MA 02739
Contact: James M. Pasquill
(617) 758-3745

The Old Rochester School System's program for 5 mathematically gifted students in grade 7 stimulates reasoning abilities and encourages lateral enrichment rather than acceleration. Pupils, identified through tests and teacher recommendations, study functions and graphs, logarithms, polygons, statistics, and topography.

ORANGE

Dexter Park/Butterfield/Gale Brooks Schools
Orange, MA 01364
Contact: Eugene T. McNamara
(617) 544-6980

A volunteer group of teachers offers enrichment to 13 students, grades 2-6, in conversational French, Spanish, guitar instruction, photography, and creative writing. A gifted child may take one or all of the activities or develop an individual project.

PEABODY

Farnsworth School
105 Central Street
Peabody, MA 01960
Contact: Phyllis M. Rantz
(617) 531-1600 x178

The Farnsworth model includes two self-contained combination classes of gifted students: 22 2nd and 3rd graders, and 25 5th and 6th graders. Creative and critical processes applicable to the arts are fundamental to the program. Mainstreaming occurs in mini-courses using the unique talents of the teachers.

PITTSFIELD

269 First Street
Pittsfield, MA 01201
Contact: John A. Kreiger
(413) 499-1234 x342

Higher ability students in grades 7, 8, and 9 are homogeneously grouped for accelerated studies in English, mathematics, social studies and science. At the high school level honors and advanced placement courses feature acceleration, ability grouping of students, and additional periods beyond the conventional 5 per week.

PROVINCETOWN

Winslow Street
Provincetown, MA 02657
Contact: Frederick G. Bardsley
(617) 487-0560

An educational plan is designed for each identified gifted child. Options vary and include anything from special projects to high school courses.

RAYNHAM

Center School
South Main Street
Raynham, MA 02767
Contact: William J. Sullivan
(617) 824-7671

The Center School offers an enrichment reading program for early elementary children, coupled with their regular reading program, that fosters the interest of the gifted youngsters.

REHOBOTH

Anawan/Palmer River School
300 Winthrop Street
Rehoboth, MA 02769
Contact: A. L. St. John
(617) 252-3311

The art history program serves about 10 students in the 2nd and 3rd grades who show special talent or interest in art. The instructional portion of each lesson involves looking at the works of an artist, followed by a "hands-on project" completed in the representative style of that artist.

REVERE

Whelan School
107 Newhall Street
Revere, MA 02151
Contact: Catherine A. Romano
(617) 289-9200 x166

Revere has 80 pupils in the 5th and 6th grade involved in an academically talented program for one day a week.

ROCKLAND

99 Church Street
Rockland, MA 02370
Contact: Louis B. Dovner
(617) 878-4340

Rockland provides horizontal enrichment opportunities for pupils in grades 4-8 in each school's specially equipped resource center. Intermediate core evaluations and educational plans are offered for participating pupils. IQ is not a factor for child selection.

SALEM

School Administration Building
1 Broad Street
Salem, MA 01970
Contact: Joseph S. Salerno
(617) 744-0441

Salem's TAG (Talented and Gifted) program features a unique selection process and varied curriculum choices in settings ranging from high school and college campuses, to museums and community resources. This enrichment program serves students through the 8th grade.

SHARON

Sharon Intermediate School
South Main Street
Sharon, MA 02067
Contact: Morton Kaufman
Clista Dow
(617) 784-2971

Approximately 50 academically and creatively talented 5th and 6th grade students participate in Sharon's enrichment program. Homogeneous and heterogeneous groupings meet cognitive and affective needs. An enrichment program for children talented in music and art is in the first year of development.

SHERBORN

Pine Hill School
Pine Hill Lane
Sherborn, MA 01770
Contact: Robert Luther
(617) 655-0630

Presently, there is no program in operation. September of 1979 is a target date for an enrichment program in mathematics for academically talented students in grades 5 and 6.

SHREWSBURY

100 Maple Avenue
Shrewsbury, MA 01545
Contact: Mrs. Wallace Perkins
(617) 845-7511

The Shrewsbury enrichment program serves nearly 200 K-6 gifted students in varying degrees, mostly within their regular classrooms. Teachers representing major elementary subject areas meet monthly to develop curriculum for the program. Also, special separate gifted classes are provided in the summer and late afternoons.

SILVER LAKE REGIONAL SCHOOL DISTRICT

130 Pembroke Street
Kingston, MA 02364
Contact: Albert F. Argenziano
(617) 585-4313

Silver Lake Regional School District reports a program for gifted and talented children to begin this summer (1979) at the secondary level.

SPENCER-EAST BROOKFIELD REGIONAL SCHOOL DISTRICT

302 Main Street
Spencer, MA 01562
Contact: Edward R. O'Connor
(617) 885-6331

For several years, the Spencer (K-8) and Spencer-East Brookfield (9-12) school systems have been identifying gifted students and finding ways to challenge them. Approximately 5% of the 2500 students have been identified as gifted, talented, or accelerated.

SPENCER

Lake Street School
Spencer, MA 01562
Contact: Mary E. Madden
(617) 885-6352

The Lake Street School homogeneously groups gifted children, grades 1-4 in one classroom. The teacher provides enrichment activities in language arts, social studies, science, and mathematics. Some community resource people appear as guest speakers during the year.

SPRINGFIELD

Howard Street School
195 State Street
Springfield, MA 01105
Contact: Julia Hooben
(413) 733-5711

This Chapter 636 funded program extends the horizons of talented children, kindergarten through grade 4. Student progress is measured by: increases in abstract thinking, experimentation, creative interpretation, and leadership through multi-cultural activities. A resource teacher and media specialist encourage innovation and the use of creative media in the regular classroom.

SPRINGFIELD

Thomas M. Balliet School
111 Seymour Avenue
Springfield, MA 01109
Contact: Ms. Wiley
(413) 783-1817

The language arts enrichment program emphasizes creative writing, reading enrichment, conversation improvement, and literary appreciation. The program serves approximately 50 children in grades K-4.

STONEHAM

Stoneham Junior and Senior High Schools
Stoneham, MA 02180
Contact: Donald P. Musico (English)
Joan L'Heureux (French)
Chester P. Jordan (Mathematics)
Thomas C. Cleary (Science)
(617) 438-0646

Stoneham provides honors programs in English, French, mathematics, and science involving considerable enrichment and acceleration to students demonstrating outstanding achievement and scholarship. In all cases, the approval of the department chairman is required.

STOUGHTON

Stoughton High School
232 Pearl Street
Stoughton, MA 02072
Contact: Robert J. McLaughlin
(617) 344-4000 x43

Stoughton offers honors courses for high school students. Depending on grade level, students enroll in honors sections of English, mathematics, science, and social studies.

TEWKSBURY*

(involves 6 schools)
1469 Andover Street
Tewksbury, MA 01876
Contact: Edward J. Farley
(617)851-7347

Tewksbury Project Enterprise is an after school program coordinated by the Merrimack Education Center. Three percent of grades 2 through 6 have been identified. Teachers receive a stipend and work with 80 identified students, grades 2-6, on individual contracts. The five participating communities believe that parent involvement is vital.

TRURO

Truro Central School
Rte. 6
Truro, MA 02666
Contact: William Keane
(617) 487-1558

The Truro Central School reports a program for gifted and talented children in grades K-6. Approximately 9 children, identified through testing and teacher recommendations, work with a resource teacher on individualized programs.

VINEYARD HAVEN

Tisbury Elementary School
P.O. Box 878
Vineyard Haven, MA 02568
Contact: Bettie Davis
(617) 693-0228

The Tisbury Elementary School provides several programs for gifted students. A freshman level algebra course is offered to 20 8th grade students. Latin I is a basic course for gifted 6th, 7th, and 8th graders taught by community volunteers. A mathematics enrichment program provides "hands-on" experiences to 35 students in grades 1-4. Tests and indivudual conferences monitor progress

WATERTOWN

30 Common Street
Watertown, MA 02172
Contact: Ann Marie Jones
(617) 926-7700

Watertown offers high school advanced placement classes in calculus and U.S. History. Those who pass a college board advanced placement examination in mathematics earn college credit. Varied interpretations of major themes in American History are pursued through a wide range of readings, analytical papers, book reviews, and research projects.

WEST BRIDGEWATER

West Bridgewater Junior
and Senior High School
West Center Street
West Bridgewater, MA 02379
Contact: Erick Benson
(617) 583-7502

Project Contemporary Competitiveness, Inc. is an advanced placement summer program for high school students from several communities. A maximum of 320 students are selected on past achievement; test results; interest in subject area; and teacher, guidance, or principal recommendation.

*See also Merrimack Education Center, Project Enterprise, page 49.

WESTFORD*

35 Town Farm Road
Westford, MA 01886
Contact: John A. Crisafulli
(617) 692-4783

The staff of Project Enterprise (funded by the Merrimack Education Center) work with 80 pupils in grades 2-6 on individual contracts after school and in small groups. CETA funded Project LEAP involves 30 other students in grades 2-8. Approximately 20% of their class time is spent on contract work, Identification is based upon IQ and achievement test scores for both programs.

WEST YARMOUTH

Marguerite E. Small Elementary School
440 Higgins Crowell Road
West Yarmouth, MA 02673
Contact: Charles Orloff
(617) 775-5233

The Small School offers several programs for their gifted 4th, 5th, and 6th graders. Twenty-two 4th and 5th graders participate in an advanced recorder class. Students with well developed study and research skills and unusually high motivation may take a course in the history of Cape Cod. Most participants in the abacus program have scored above the 95th percentile in their previous SRA test.

WEYMOUTH

111 Middle Street
East Weymouth, MA 02189
Contact: Leon H. Farrin
(617) 335-1460

The Level I Honors Program is an extension of the traditional ability-grouping system that has been in use in grades 7, 8, and 9 for a number of years. The program groups those students in each grade who are capable of handling an enriched, more challenging program, but still within the boundaries of the standard junior high curriculum.

WEYMOUTH

Seach School
Weymouth, MA 02189
Contact: John P. Hackett
(617) 335-1460

Thirty 4th, 5th and 6th graders from different schools explore metrics, film making, philosophy, fine arts and other interests at a resource center. Through such enrichment students develop confidence and curiosity to expand their own horizons through independent study.

WHITMAN

West Middle School
Corthell Avenue
Whitman, MA 02382
Contact: John F. DeCosta,
(617) 447-4408

The Academically Talented program brings gifted 4th-7th grade students from their home school to a resource room. The two resource teachers emphasize research skills, enrichment, and creativity. It is expected this program will include 8th graders during the 1979-80 school year.

WILBRAHAM

Memorial and Soule Road Schools
Wilbraham, MA 01095
Contact: Robert Lash, Memorial,
(413) 596-6821
Jack Pedace, Soule Road,
(413) 596-9311

This program serves children in 2 transitional schools, grades 4-6, displaying extraordinary abilities in the areas of creativity, intellect, and leadership with learning opportunities focusing on enrichment. Enrichment activities challenge the gifted child through a variety of intensive problem solving situations.

*See also Merrimack Education Center, Project Enterprise, page 49.

WILMINGTON*

159 Church Street
Wilmington, MA 01887
Contact: Derek R. Little
(617) 658-4241

Following appropriate screening and identification, gifted and talented students in grades 4-7 meet regularly with a teacher who guides their participation in a mentor program through individual learning contracts. Contracts are based on the child's interests, and reviewed and evaluated on a regular basis.

WOBURN

Woburn High School
88 Montvale Avenue
Woburn, MA 01801
Contact: William Shaw
(617) 933-8050 x114

The Woburn public schools report advanced placement courses in the following areas of the curriculum: foreign languages, science, mathematics, English, music, and social science.

WORCESTER

piloting in 6 schools
20 Irving Street
Worcester, MA 01609
Contact: Betsy Burnes McCarthy
(617) 754-5397

Worcester is piloting a "pull-out" program in 6 elementary schools for 93 children in grades 1-6. General exploratory activities, learning centers, games and simulations, and independent study provide a differentiated curriculum. Identification techniques include standardized testing; and teacher, peer, and specialist nomination. Other program aspects include teacher training, parent education, and evaluation.

*See also Merrimack Education Center, Project Enterprise, pg. 49

SECTION IV
RESOURCES

TEACHER TRAINING OPPORTUNITIES

IN MASSACHUSETTS

ANTIOCH GRADUATE CENTER, INSTITUTE OF OPEN EDUCATION

Contact: Gerri Moore, Director of Academic Programs, Antioch Graduate Center, 133 Mount Auburn Street, Cambridge, MA 02138, (617) 492-5108

Courses offered by the Antioch Graduate Center are generated by student request. A group of teachers interested in gifted and talented education could arrange for a one-semester course through the Institute. With the needs of the group clearly defined, the Institute provides a faculty member with the appropriate background. Classes are held at the Institute or the teachers' school. Successful participants receive 3 graduate credits. The cost is $350 per student, and at least ten students must participate.

BOSTON COLLEGE

Contact: Katherine Cotter, Coordinator, M.Ed. Program: Education of the Gifted, Boston College, Graduate School of Arts and Sciences, Campion 309, Chestnut Hill, MA 02167 (617) 969-0100 x4223

Boston College offers programs leading to a Master of Education degree. Programs are designed on an individual basis to train teachers, administrators, and others for responsible roles in schools and related settings. Courses and field experiences include: Psychology of the Gifted, Teaching the Gifted, Humanistic Education, Symposia on Giftedness, Psychology and Education of Creative People, student teaching, and special projects. Thirty credits are normally required for the M.Ed. and CAES. Student teaching requires an additional 6 credits. Those not interested in the degree may enroll in specific courses as special students.

BOSTON STATE COLLEGE

Contact: Varda Konstam, Boston State College, 625 Huntington Avenue, Boston, MA 02115 (617) 731-3300 x350

Boston State College is contemplating the development of a gifted program. At present they offer:

PY415 Psychology of Creativity
A review of current research in the general area of creativity emphasizing experimental investigation and empirical findings.

BRIDGEWATER STATE COLLEGE

Contact: Division of Professional Education, Bridgewater State College, Department of Educational Services, Bridgewater, MA 02324 (617) 697-8321

Three courses are available in the area of the gifted and talented. Courses are sometimes offered at locations other than on campus and arrangements can be made for their being available as on-site inservice courses for elementary and secondary teachers.

1) SE415, Methods and Materials for the Academically Talented, focuses on the identification and placement of gifted pupils in schools and enrichment activities, creative development, methods and materials, modified curriculum, administration, motivation, and treatment of underachievement.
2) ED545, Curriculum Development for the Academically Talented Student, surveys current curricula status and problems facing the academically talented student; studies techniques for modifying curricula; examines methods of evaluating curriculum's effectiveness; researches local and regional resources.
3) EE556, Curriculum for the Gifted Child in Elementary Schools, looks at new trends and practices in curriculum development. Local, regional, state, and national movements are examined. Students study curriculum problems and build a curriculum.

CURRY COLLEGE

Contact: Gertrude M. Webb, Curry College, Milton, MA 02186 (617) 333-0500

CURRY COLLEGE, (continued)

Curry offers two courses in gifted education and may have more offerings in the near future.

1) Ed 499G Introduction to the Gifted Part I is designed to help teachers screen, identify, and program the gifted in the regular classroom. The course stresses curricular modifications to stimulate creative and productive thinking.
2) Ed 449G Introduction to the Gifted Part II explores in greater depth the problems and issues around the identification of potentially gifted and talented children from culturally different or disadvantaged homes. Creativity and talents in the arts are examined and students are encouraged to design an independent project.

EDUCATIONAL COLLABORATIVE OF GREATER BOSTON (EDCO)

Contact: Judi Sandler, Project Director, Educational Collaborative of Greater Boston (EDCO)
20 Kent Street, Brookline, MA 02146 (617) 738-5600

EDCO has sponsored workshops and conferences on this topic in the past. In the spring of 1979 they will be developing a newsletter geared to gifted and talented educators.

EASTERN NAZARENE COLLEGE

Contact: Sandi Lawler, Talented and Gifted Magnet Information Center, University of Massachusetts/Harbor Campus, Boston, MA 02125 (617) 287-1900 x2381

Eastern Nazarene is sponsoring a 6-day workshop this summer during the third week in July with Sandi Lawler of the University of Massachusetts/Boston Gifted and Talented Dissemination Center. The course is geared to classroom teachers, principals, and administrators contemplating starting programs for gifted and talented students. Topics will include: organizing planning teams, developing needs assessments, developing program goals, identifying gifted students, starting and maintaining the program. Three graduate credits will be offered with class sessions from 8:00-4:00 each day.

EMMANUEL COLLEGE

Contact: Michele Russo, Institute Coordinator, Emmanuel College, 400 The Fenway
Boston, MA 02115 (617) 277-9340 x171

Each year Emmanuel College offers a graduate level institute to professional educators on the subject of gifted and talented education. This year's institute, Teaching the Gifted and Talented: Program Development - Curriculum Activities, was held March 31 and April 1 on the Emmanuel campus. Institutes have featured such nationally-known professionals as Irving S. Sato, Director of the Leadership Training Institute on the Gifted and Talented, and Sandra Kaplan author of Providing Programs for the Gifted and Talented. Participants can arrange to receive 3 or 4 graduate credits or can attend for no credit. Information about future institutes can be obtained by calling the Institute Office.

FRAMINGHAM STATE COLLEGE

Contact: Framingham State College, Division of Continuing Education and Special Programs,
Framingham, MA 01701 (617) 620-1441

In the spring of 1979, the Division offered 14.666/14.866 Education of the Gifted and Talented. This course covers social and cultural factors, screening, identification, educational characteristics, and strategies pertinent to developing effective programs for gifted children. This course may be offered again in future semesters.

HAMPSHIRE EDUCATIONAL COLLABORATIVE (HEC)

Contact: Mary Ellis Wilson, Inservice Coordinator, Hampshire Educational Collaborative (HEC), 127 Russell Street, Hadley, MA 01053 (413) 586-4590

HAMPSHIRE EDUCATIONAL COLLABORATIVE (HEC) (continued)

HEC has coordinated workshops or seminars in gifted and talented education. Future plans are indefinite right now. They do however, maintain a resource bank of consultants who are available to train teachers of gifted and talented students.

LESLEY COLLEGE

Contact: June Fox, (Education), (617) 547-8844; Shaun McNiff, (The Arts), (617) 354-4400
Lesley College, Graduate School, 29 Everett Street, Cambridge, MA 02238

The Lesley College master's degree program, Educating the Gifted and Talented, responds to the need to provide a challenging program which can offer new and stimulating approaches to the teaching of the gifted and talented in our elementary schools. Through a sequence of courses offered by the Department of Education and Education Communication, students will study a range of strategies that may be used to organize daily instruction in reading, language, mathematics, science, and other subject areas. Through the offerings of the Arts Institute, students will examine the nature of talent and will explore the strategies that may be used in elementary schools to discover unique talents and foster their growth and development. Students need not have background in the arts previous to entrance into the program. Several courses offered in the Education and the Arts areas will include a study of the components of giftedness and the problems, issues, and concerns teachers and administrators must grapple with in implementing programs for the gifted and talented. One of the unique features of the degree program is its flexibility. Each student will be encouraged to design an individually supervised segment of his or her program so that a range of interests and needs are met.

MASSACHUSETTS COLLEGE OF ART

Contact: Diana Korzenik, Chairman, Art Education Department, Massachusetts College of Art, 364 Brookline Avenue, Boston, MA 02215, (617) 731-2340

While Massachusetts College of Art does not offer courses specifically geared to teachers of gifted and talented students in art, the art education programs train teachers to work with students at any level of ability. Prior to full-time student teaching, art education majors teach high school students enrolled in Saturday art classes at the college. These adolescents are recommended by their high school art teachers as being talented in art. This provides a lab teaching situation for Massachusetts College of Art students while creating a college learning experience for highly-motivated artistic students.

MERRIMACK EDUCATION CENTER (MEC)

Contact: Carol Mazuy, MEC, 101 Mill Road, Chelmsford, MA 01824 (617) 256-3785
See description on pg. 49.

NORTH ADAMS STATE COLLEGE

Contact: Office of Graduate and Continuing Education, North Adams State College, North Adams, MA 01247 (413) 664-4511 x237

North Adams offers one evening course during their regular spring and fall semesters and one course in the summer as part of their seminars for educators series. The summer seminar may not be offered again in future summers.

1) ED9630-1, The Education of Gifted and Talented Children, K-12, surveys issues, research, and methods regarding the education of gifted and talented children. Topics include: the rationale and procedures for case study, identification procedures, program planning, instructional models and methods, proposal planning, and community relations. Each participant designs a program for their home school or institution.

2) ED9631, Methods and Materials of Teaching the Gifted and Talented, examines current curriculum theory, materials, and teaching strategies for planning appropriate learning activities for the gifted and talented. Special emphasis is placed on the development of generalized and specific educational plans for individuals and groups. Through lectures, discussions, simulation activities, and hands-on experiences, participants explore, develop plans for, and implement materials for individual needs. July 9-20, 1979, Monday-Friday, 8:30 a.m - 12:30 p.m. Regular tuition rates apply.

PROJECT PRISM
Contact: Andrea Graff, Resource Specialist, Project PRISM, 37 West Main Street, Norton, MA 02766 (617) 285-3718

PRISM provides a variety of services to teachers including workshops; resource materials; and assistance to teachers with independent study and mentorship programs, curriculum adaptations, and in-school mini-courses. Their first responsibility is to member school districts, but, as time permits, PRISM staff address groups, run workshops, or consult with school personnel in districts beyond PRISM's boundaries. See also pg. 19.

SALEM STATE COLLEGE
Contact: Jim Anderson, Northeast Regional Education Center. Danvers State Hospital, Middleton, MA 01949 (617) 777-3500, 3501, 3502

Courses in educating the academically talented child have been offered through the Northeast Consortium for Staff Development in conjunction with Salem State College, and similar courses are expected to be offered in the future. The following course was offered last summer:

N.E. 927 The Education of the Academically Talented Child-Part II is a curriculum workshop focusing on 1) principles of curriculum planning and program change, 2) current techniques and strategies used with gifted children and 3) materials to assess the needs of talented children and test out action plans for practicality and value.

SMITH COLLEGE
Contact: Graduate Studies Office, College Hall, Smith College, Northampton, MA 01063 (413) 584-2700 x369

Education of the Gifted, offered during the spring semester in the evening, discusses the nature and identification of the gifted, special school programs, and curricular approaches for intellectually gifted and talented students.

THE EDUCATION COOPERATIVE (TEC)
Contact: Harriet K. Goldin, Consultant in Gifted and Talented Education, Memorial School Eliot Street, South Natick, MA 01760 (617) 653-4300 or 237-3028

TEC provides services in staff and program development, inservice training, and grant writing for educators of the gifted and talented. TEC is primarily responsible to its member towns but some services are available to people in schools outside the TEC area with financial arrangements negotiated individually.

UNIVERSITY OF MASSACHUSETTS AT AMHERST
Contact: Division of Continuing Education, University of Massachusetts at Amherst, Amherst, MA 01002 (413) 549-4970

In the 1979 summer session EDUC 572 Teaching Reading to Special Populations K-12 will focus on approaches to the teaching of reading to such special populations as the

disadvantaged, the gifted, and the emotionally disturbed. The course stresses individualized and experience approaches and one group is studied intensively. Participants must have teaching experience or taken a methods course. The course runs from June 25 to July 13, 1979 with classes from 9:00 a.m. to noon, Monday through Friday.

WHEELOCK COLLEGE
Contact: Office of Continuing Education, Wheelock College, 200 The Riverway, Boston, MA 02215 (617) 734-5200 x160

An evening graduate course, Education of the Gifted and Talented, studies gifted and talented children from theoretical, curricular, and instructional perspectives. Topics include: the nature and developmental characteristics of gifted and talented children, identification and placement in the school, creative development, curricular strategies, enrichment activities, methods and materials, organizational strategies for the gifted and talented in the elementary school, cultural differences, and guidance and evaluation of gifted and talented children.

WORCESTER STATE COLLEGE
Contact: David Quist, Associate Dean, Graduate Education
A. Barbara Pilon, Director, Gifted Child Center
Worcester State College, Division of Graduate Education and Special Programs, 486 Chandler Street, Worcester, MA 01602 (617) 752-7700

The following courses are offered through the Division of Graduate and Continuing Education at Worcester State or one of their off-campus locations:

1) ED7-415 Education of the Gifted examines the identification, characteristics, and personality factors of the gifted; the teacher's role and various organizational patterns; and innovative procedures and techniques to nurture creativity. Prerequisites: Child Growth and Development or Psychology of Adolescence.
2) ED9-409 The Gifted Child discusses methods for identifying the gifted student; characteristics and personal factors of the gifted; techniques and approaches for curriculum development, classroom work, and individual development of the gifted child; reports of research on the gifted; and techniques for developing the gifts of children.
3) Seminar: Awareness and Observation of Techniques in Working With the Gifted in Language Arts/Reading helps teachers develop competencies in working with elementary pupils gifted in language arts and reading. Candidates read widely in the field to understand the particular needs of gifted children. Participants also observe strategies and materials used by staff working with gifted children and discuss their value in seminar periods. Additionally, candidates are required to select materials, prepare lessons, and present a language arts problem that will challenge youngsters in the enrichment program held at Worcester State.* The seminar is limited to fifteen teachers.

*Worcester State College has a Gifted Child Center in language arts and reading. Children attend a Saturday morning enrichment program throughout the school year. The center is staffed by experienced teachers enrolled in a graduate program at the college. The center is also used by teachers enrolled in the seminar described above.

GRADUATE DEGREE PROGRAMS IN OTHER STATES

PURDUE UNIVERSITY

Contact: John F. Feldhusen, Professor of Education and Psychological Sciences, Department of Education, Purdue University, West Lafayette, IN 47907 (317) 749-2844

The doctoral program prepares candidates to assume positions in colleges and universities where they will teach courses for teachers in educating the gifted, creative, and talented; carry out field activities with public schools in organizing programs; work with state agencies; and conduct research and evaluation. The programs of study are designed to meet the individual needs and goals of each candidate.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Contact: Abraham J. Tannenbaum, Major Advisor, Teachers College, Columbia University, Box 218, New York, NY 10027 (212) 678-3865/3866

Teachers College, Columbia University offers a masters and doctoral program in the education of the gifted and talented. The Master of Arts program combines two major innovations. First, enrollees combine specialized training to teach the gifted and talented with a scholarly foundation in one academic area of study. Secondly, each student receives special guidance in designing a new curriculum for the gifted in the substantive area he or she has chosen. The doctoral program takes into consideration the variety of educational settings and services as well as the disparate roles and responsibilities for which the personnel must be prepared. It is therefore an integral part of the total special education offerings at Teachers College and is further strengthened by courses offered in other departments.

UNIVERSITY OF CONNECTICUT

Contact: Joseph Renzulli, Professor of Educational Psychology, School of Education, University of Connecticut, Box U-64, Storrs, CT 26268 (203) 486-4032

The Teaching the Talented (TTT) Program is a graduate program which prepares teachers and leadership personnel interested in various aspects of programming for exceptionally able children and youth. Depending upon each student's background and professional objectives, the program trains persons for roles as teachers, pupil personnel specialists, program developers, curriculum development specialists, and directors or coordinators of school programs for the gifted and talented. Students may pursue the Master of Arts Degree, the sixth year Diploma in Professional Education, or the Doctor of Philosophy Degree. The program generally consists of: 1) core courses dealing with the psychology and education of gifted, talented, and creative individuals; 2) course work in related areas of study; and 3) internship and practicum experiences.

UNIVERSITY OF GEORGIA

Contact: Catherine Bruch, Professor of Educational Psychology, Department of Educational Psychology, University of Georgia, Athens, GA 30602 (404) 542-4110

Graduate programs in education of the gifted and the talented range from minimum coursework required for Georgia supplementary certification through a more comprehensive University of Georgia approved certification program and a master's degree program (M.Ed. or M.A.), to a doctoral program (Ed.D.). Gifted/Talented Education may also be accepted as a minor area of concentration in the Ph.D. program in Educational Psychology. The program is planned so that intermediate steps in achieving the doctoral degree may incorporate achievement of either of the two master's degrees, fulfillment of public school teaching requirements in Georgia, fifth year or sixth year specialist programs, and Georgia supplementary certification in the gifted and talented.

UNIVERSITY OF SOUTH FLORIDA

Contact: Linda Addison, Coordinator - Gifted Education, Gifted Education Department, University of South Florida, FAO 170, Tampa, FL 33620 (813) 974-2100 x241

The University of South Florida has evolved a program in teacher training that views education as a lifelong pursuit. Teaching is seen as the process of continuing learning at its highest level, that of a teacher sharing learning with others -- the students. Education for prospective teachers of the gifted is viewed as a unique experience including four major areas: professional preparation, the specialization, the liberal arts, and the field of work. Successful completion of the program leads to a Master's Degree for either experienced or inexperienced teachers or an Education Specialist Degree for students seeking administrative roles.

GRADUATE LEADERSHIP EDUCATION PROJECT FOR THE GIFTED AND TALENTED

Contact: Elizabeth Newman, Project Coordinator, Teachers College, Columbia University, Box 218, New York, NY 10027 (212) 678-3865

The Graduate Leadership Education Project (GLEP) is a collaborative effort among seven universities on behalf of gifted and talented children. The major emphasis of GLEP is extensive graduate level training for new generations of leaders who will give direction and maintain vitality in the field of education for the gifted and talented. Those nominated for traineeship support by an independent panel of judges are then eligible for a stipend covering a year's study. They must be admitted in good standing to a graduate program leading to an advanced degree in gifted and talented education at any of the seven participating institutions. While completing degree requirements at the participating institution, the trainee is required to participate in an annual institute with other trainees, and take an advanced practicum as part of his or her degree program. The participating institutions include the five universities described above, and:

UNIVERSITY OF KANSAS
Reva Jenkins, Chairperson
Educational Psychology and Research
School of Education-Bailey Hall
Lawrence, KS 66045 (913) 864-4526

UNIVERSITY OF VIRGINIA
Virgil S. Ward
Professor of Education
The Curry Memorial School of Education
Charlottesville, VA 22903 (804) 924-7471

NATIONAL AND STATE ORGANIZATIONS

THE AMERICAN ASSOCIATION FOR GIFTED CHILDREN (AAGC)
15 Gramercy Park
New York, NY 10003
(212) 473-4266

Contacts: Marjorie L. Craig, Vice President and Executive Director
Gail Robinson, Staff Associate

AAGC is a non-profit organization striving to increase public awareness of the special needs of the gifted and talented. The association's program places particular emphasis on cooperation with community and professional groups. Special materials for parents, teachers, librarians, and others are published. Membership is available to all interested in helping develop opportunities for the gifted. Other activities include a scholarship program, a study on the health of the gifted, and a project on fine arts.

AMERICAN MENSA LIMITED
1701 West 3rd Street
Suite 1-R
Brooklyn, NY 11223
(212) 376-1925

An international society of 28,000 members, Mensa helps intelligent people contact and communicate with one another. A selection criteria for membership is an intelligence test score higher than 98% of the general population. Membership is representative of many occupations and age groups.

EDUCATIONAL CONSULTING ASSOCIATES (ECA)
3311 South Broadway
Suite 204
Englewood, CO 80110
(303) 789-2219

Educational Consulting Associates offers staff development, seminars, and conferences on gifted education. ECA has a staff of highly selected consultants from throughout the U.S. and Canada who conduct staff development days or inservice training workshops.

EDUCATIONAL PSYCHOLOGY AND RESEARCH DEPARTMENT
University of Kansas
6 Bailey Hall
Lawrence, KS 66045
(913) 864-4526
Contact: Reva Jenkins

Research focuses on creativity among gifted and talented students at the elementary level. Methods and materials for stimulating independent and self-directed learning are being studied. Workshops and inservice sessions are available from the Department.

ELA PARENTS ASSOCIATION (EXTRAORDINARY LEARNING ABILITY)
785 Park Avenue
Bloomfield, CT 06002
Contact: Lynn Niro, President

The Bloomfield Parents Association is the parent organization of the Extra Learning Activities Program for the intellectually gifted in grades 1-7. The program's focus is on developing divergent and critical thinking skills; and increasing self-motivation, self-esteem, and student interaction with peers. The program provides differentiated instruction and differentiated teaching strategies.

ERIC CLEARINGHOUSE ON THE GIFTED AND TALENTED
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
Contact: Lynn Smarte, Information Specialist
(800) 336-3728

CEC/ERIC can provide information on programming for the gifted through publications, topical bibliographies, and custom computer searches. Thirteen publications are currently available, including Gifted and Talented: Developing Elementary and Secondary School Programs, and The Identification of the Gifted and Talented. Nine topical bibliographies on topics such as programs, teaching methods, and identification are also available. A complete list of publications and topical bibliographies including prices and ordering information is available.

GIFTED CHILD SOCIETY, INC.
59 Glen Gray Road
Oakland, NJ 07436
(201) 337-7058
Contact: Gina Ginsberg

The Gifted Child Society, Inc. is one of the country's largest non-profit, parent-run organizations and offers an extensive, nationally respected "Saturday Workshop" for gifted and talented children. The Ford Foundation funded the society to write How to Help Your Gifted Child, a book on the joys and problems surrounding gifted children for teachers and parents.

MASSACHUSETTS ASSOCIATION FOR THE ADVANCEMENT OF INDIVIDUAL POTENTIAL
MA/AIP
P.O. Box 65
Milton Village, MA 02187

MA/AIP serves as an advocacy group on behalf of gifted and talented students in Massachusetts. Approximately two hundred parents and educators comprise the membership.

MASSACHUSETTS DEPARTMENT OF EDUCATION
Bureau of Student Services
31 St. James Avenue Room 531
Boston, MA 02116
(617) 727-5754
Contact: Roselyn Frank

The Bureau coordinates activities and disseminates information about programs and resources concerning the education of gifted and talented.

MERRIMACK EDUCATION CENTER (MEC)
101 Mill Road
Chelmsford, MA 01824
(617) 256-3985
Contact: Carol Mazuy

MEC provides a variety of services in gifted and talented education. Project Enterprise involves Bedford, Billerica, Tewksbury, Westford, and Wilmington in a project to screen, identify, and meet the needs of gifted students at low additional cost while increasing awareness of all teachers, parents, and community members. Community resources are identified and mentors serve as models for gifted students through a learning contract approach. In addition, the Information Services at MEC provide computer searches on gifted and talented education and a variety of curricular options from their Trends in Curriculum collection on microfiche.

MERRIMACK EDUCATION CENTER (MEC) (cont.)

Finally, MEC has in the past offered inservice training, and courses in conjunction with Fitchburg State College on gifted and talented education.

MULTI-STATE CONSORTIUM FOR THE GIFTED
Department of Public Instruction
126 Langdon Street
Madison, WI 53702
Contact: Russell Mosely, Director
(608) 266-2658

The Multi-State Consortium for the Gifted is a U.S. Office of Education funded group of six states which share ideas, programs, and materials. Each of the six states, (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin) has an individual program, and requests for information should be directed to the particular state department of education.

NATIONAL ASSOCIATION FOR CREATIVE CHILDREN AND ADULTS
8080 Springvalley Drive
Cincinnati, OH 45236
(513) 631-1777

The National Association for Creative Children and Adults is a non-profit agency founded in 1974. Services and activities of the association include creativity workshops, inservice teacher training, counseling, evaluation, a library, field term opportunities, conferences, programs, projects, and publications.

NATIONAL ASSOCIATION FOR GIFTED CHILDREN
217 Gregory Drive
Hot Springs, AR 71906
(501) 767-6933

The National Association for Gifted Children was founded in 1954 and incorporated as a tax-exempt, non-profit association, devoted solely to advancing interest in, and programs for the gifted without regard to race, creed, color, or sex. The association publishes The Gifted Child Quarterly, holds a national convention once a year, assists in the formation of local groups, and answers general questions related to giftedness and creativity.

NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND TALENTED (N/S-LTI-G/T)
Suite PH-C
316 West Second Street
Los Angeles, CA 90012
Contact: Irving S. Sato, Director
(213) 489-7470

Gifted and talented children are served through training institutes for their teachers, school administrators, and parents. N/S-LTI-G/T has developed seventeen publications on subjects varying from identification plans and programs, to evaluation. The monthly Bulletin gives national coverage to programs, research, materials, funding, and parent involvement. Contractual services for workshops and technical assistance are available through GREAT (Gifted Resources Education Action Team). National and regional institutes in program planning, curriculum development, and special topics are planned throughout the year. Catalogs and brochures are available free of charge.

NORTH CAROLINA ASSOCIATION FOR GIFTED AND TALENTED
221 Orchard Drive, No. 3
Boone, NC 28607
(704) 264-7133

The North Carolina Association for the Gifted and Talented (NCAGT) is a professional organization designed to help promote gifted education in North Carolina. The Association works closely with the State Department of Public Instruction and PAGE (Parent Association for Gifted Education), and publishes the NCAGT Quarterly Journal.

STUDY OF MATHEMATICALLY PRECOCIOUS YOUTH (SMPY)
Department of Psychology
127 Ames Hall
The John's Hopkins University
Baltimore, MD 21218
(301) 338-7087
Contact: Julian C. Stanley, Director

A longitudinal Study of Mathematically Precocious Youth (SMPY) was initiated in 1971 to identify and track seventh and eighth grade students with superior ability in mathematics. Publications include Mathematical Talent: Discovery, Description, and Development, and The Gifted and the Creative: A Fifty-Year Perspective. Their Intellectually Talented Youth Bulletin (ITYB), is available on a subscription basis.

TALENTED AND GIFTED MAGNET INFORMATION CENTER
University of Massachusetts/Harbor Campus
Boston, MA 02125
Contact: Sandi Lawler
(617) 287-1900 x2381

The Project TAG/MAGNET Information Center helps identify and interrelate existing gifted and talented programs in the state of Massachusetts and shares information on conferences and materials of interest to leaders of talented and gifted.

U.S. OFFICE OF EDUCATION
THE OFFICE OF GIFTED AND TALENTED
Donohue Building, Room 3835
400 Maryland Avenue, S.W.
Washington, DC 20202
(202) 245-2482

The Office of Gifted and Talented within the United States Office of Education was established by the Report to Congress on the Education of Gifted and Talented in March, 1972. Its primary responsibility is to coordinate all national activities on behalf of gifted and talented populations. In addition to providing information, the office administers federal funding for gifted and talented programs.

The following organizations did not respond to our survey in time to be included with a description of their services, but may also be a valuable resource to educators and parents:

THE ASSOCIATION FOR THE GIFTED,
COUNCIL OF EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091
(202) 620-3660 or (800) 336-3728

COUNCIL OF STATE DIRECTORS OF
PROGRAMS FOR THE GIFTED
c/o Florida State Dept. of Education
319 Knott Building
Tallahassee, FL 32304
(904) 599-5807

CREATIVE EDUCATION FOUNDATION, INC.
State University College at Buffalo
Chase Hall
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-4000

EXPLORERS' CLUB
46 East 70th Street
New York, NY 10021
(212) 628-8383

GIFTED CHILD RESEARCH INSTITUTE
300 West 55th Street
New York, NY 10001
(212) 541-7059

NORTHEAST EXCHANGE
Education Improvement Center
N.J. Department of Education
RD 4, Box 209
Sewell, NJ 08080
(609) 228-6000
Contacts: Theodore J. Gourley
James Albino

PARENTS FOR THE ADVANCEMENT OF
GIFTED EDUCATION
5015 Glenwood Avenue
Raleigh, NC 27612
(919) 737-2516
Contact: Leroy Martin, State Coordinator

AUDIOVISUAL MATERIALS

FILMS ON GIFTED AND TALENTED STUDENTS

SOURCE	TITLE	COSTS
Audiovisual Service Ventura County Supt. of Schools County Office Building 535 East Main Street Ventura, California 93009	WHO IS THE GIFTED CHILD? (filmstrip)	Rental Not Avail. Purchase $20.00
Braodcasting and Film Commission c/o National Council of Churches 475 Riverside Drive New York, NY 10027	SIT DOWN, SHUT UP, OR GET OUT	Rental Not Avail. Purchase $500.00
Boston University Film Library School of Education 765 Commonwealth Avenue Boston, MA 02215 (617) 353-3272 or 353-3278	GIFTED ONES (22 min., 1960)	Rental $5.75
	PROVIDING FOR INDEPENDENCE IN LEARNING (30 min., 1968)	Rental $7.80
	THE GIFTED CHILD (29 min., 1959)	Rental $7.80
Churchill Films 662 No. Robertson Boulevard Los Angeles, California 90069	UNDERSTANDING THE GIFTED	Rental $40.00* Purchase $240.00
Iowa State Education Association 4025 Tonawanda Drive Des Moines, Iowa 50312	CHILDREN OF PROMISE	Rental Not Avail. Purchase $225.00
Pyramid Films Box 1048 Santa Monica, California 90406 Available free from the Worcester Public Library Film Department (617) 752-3751	WHY MAN CREATES?	Rental $20.00* Purchase $300.00
Scott Anderson Productions Heron House Reston, Virginia 22090	WHO ARE THESE PEOPLE?	Rental $25.00* $75.00** Purchase $300.00 (No free preview-rental deducted from purchase price.)

* Daily rental fee
** Weekly rental fee

FILMS ON CULTURALLY DIFFERENT GIFTED CHILDREN

SOURCE	TITLE	COSTS
Audiovisual Services Ventura County Superintendent of Schools County Office Building 535 East Main Street Ventura, California 93009	MORE THAN A GLANCE	Rental $20.00** Purchase Not Avail.
National Education Association 1201 16th Street, N.W. Washington, D.C. 20202 or Boston University Film Library School of Education 765 Commonwealth Avenue Boston, MA 02215 (617) 353-3272 or 353-3278	RAFE - DEVELOPING GIFTEDNESS IN THE EDUCATIONALLY DISADVANTAGED	Rental $20.00* Purchase $200.00 Rental $5.75

FILM ON THE HANDICAPPED GIFTED CHILD

Centron Educational Films 1621 West Ninth Street Lawrence, Kansas 66044	LEO BUERMAN	Rental Not Avail. Purchase $190.00

*Daily Rental Fee
**Weekly Rental Fee

ANNOTATED BIBLIOGRAPHY

GENERAL

A Guide to Programs Funded by the Office of Gifted and Talented. Reston, VA: Council for Exceptional Children, 1978.
National programs that have been funded.

Barbe, W.B., and Renzulli, J.S., eds. Psychology and Education of the Gifted. 2nd edition, New York: Irving Publishers, 1975.
A collection of outstanding articles and literature in the field of giftedness.

Barton, Paul; Covedon, Joelcira; Judkins, Paul; Olivero, James; Parnes, Sidney; Ruiz, Mary; Treloar, Donald. A New Generation of Leadership Education for the Gifted and Talented. Ventura, CA: Ventura County Superintendent of Schools.
This book is a compilation of readings on leadership.

Bloom, Benjamin S., et al. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, 1956.
Bloom's Taxonomy is a cognitive model based on higher level thinking skills.

Boston, Bruce O. ed. A Resource Manual of Information on Educating the Gifted and Talented. Reston, VA: The Council for Exceptional Children, 1975.
A compilation of federal, state and national resources on gifted education.

Bridges, Sydney. Problems of the Gifted Child: IQ-150. London: Priory Press, 1973.
A practical handbook of the problems of the highly gifted which are often pertinent to all gifted children.

Burt, Cyril. The Gifted Child. New York: Holsted, 1975.
An historical introduction to giftedness, a commentary on educational and philosophical concepts, and the implications of inherited intelligence are contained in this book.

Crow, L.D., and Crow, A., eds. Educating the Academically Able: A Book of Readings. New York: McKay Company, 1963.
A book of readings on the basic principles and practices in the education of the gifted.

DeHaan, Robert F., and Havighurst, Robert J. Educating Gifted Children (2nd ed.) Chicago: University of Chicago Press, 1961.
This book presents the problems of educating the gifted, an analysis of community factors and home influences.

Fortna, Richard O., and Boston, Bruce O. Testing the Gifted Child: An Interpretation in Lay Language. Reston, VA: The Council for Exceptional Children, 1976.
This book contains basic information about instruments used in the identification and screening process in gifted and talented education.

Freehill, Maurice F. Gifted Children: Their Psychology and Education. New York: The Macmillan Company, 1961.
This book contains fifteen chapters dealing with maximizing intellectual talent.

French, Joseph L., ed. Educating the Gifted: A Book of Readings. rev. ed. New York: Holt, Rinehart & Winston, Inc., 1964.
A comprehensive survey of the literature in the field of gifted covering many areas inherent in the education of the gifted.

Gallagher, James J. Teaching the Gifted Child, Second Edition. Boston: Allyn and Bacon, 1975.
This book contains many aspects of gifted education with primary consideration on curriculum and pedagogy.

Gold, Milton J. Education of the Intellectually Gifted. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965.
This book studies the relationship of theoretical research and practical situations to problems in gifted education.

Gowan, John C.; Demos, George E.; Kokaska, J. The Guidance of Exceptional Children. New York: McKay, 1972.
A book of readings on guidance of exceptional children with chapters on the gifted and the creative.

Gowan, John C., and Torrance, E. Paul, eds. Educating the Ablest: A Book of Readings on the Education of Gifted Children. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1971.
A book of articles on current trends in gifted education.

Guilford, J.P. The Nature of Human Intelligence. New York: McGraw-Hill, 1967.
A theoretical model of the factors of intelligence forming one basis for developing creative programming for gifted and talented students.

Kaplan, Sandra. Providing Programs for the Gifted and Talented: A Handbook. Office of the Ventura County Superintendent of Schools, Ventura, CA: 1974.
A handbook of appropriate program practices for gifted and talented children.

Laubenfels, Jean M. The Gifted Student - An Annotated Bibliography. Westport, CT. Greenwood Press, Inc.
This annotated bibliography covers the most recent literature about gifted and talented children including general introductory material, causal factors, characteristics of the gifted, identification techniques, programming for the gifted, special problems of the gifted, longitudinal studies, and related research. There are also appendices which list resource personnel, organizations, tests, audiovisual materials, and media aids.

Martinson, Ruth A. The Identification of the Gifted and Talented. Ventura, CA: Office of the Ventura Superintendent of Schools, 1973.
This book presents a rationale for the identification of gifted and talented children with appropriate identification procedures.

Martinson, Ruth A., and Seagoe, May V. The Abilities of Young Children. Washington, DC: The Council for Exceptional Children, 1967.
A book assessing gifted children and comparing the relationship between intelligence and creativity.

Renzulli, Joseph S. A Guidebook for Evaluating Programs for the Gifted and Talented. Ventura, CA: Office of Ventura Superintendent of Schools, 1975.
This book contains evaluation concepts and designs for gifted and talented programs.

Stanley, Julian, et al. Mathematical Talent: Discovery, Description and Development. Baltimore: Johns Hopkins University Press, 1974.
This book explains the (SMPY) Study of Mathematically Precocious Youth, a five-year project at Johns Hopkins University.

Syphers, Dorothy F. Gifted and Talented Children: Practical Programming for Teachers and Principals. Arlington, VA: Council for Exceptional Children, 1972.
A practical handbook for school administrators translating theory into practice.

Terman, Lewis M., and Oden, Melita. The Gifted Child Grows Up. Genetic Studies of Genius. Stanford, CA: Stanford University Press, 1947.
Vol. 1: Mental and Physical Traits of a Thousand Gifted Children, by L.M. Terman, assisted by B.T. Baldwin; Edith Bronson; and others, 1925.
Vol. 2: The Early Mental Traits of Three Hundred Geniuses, by Catherine M. Cox, assisted by Lela O. Gillan; Ruth H. Livesay; and L.M. Terman, 1926.
Vol. 3: The Promise of Youth, by Barbara S. Burke, Dortha W. Jensen, and L.M. Terman, 1930.
Vol. 4: The Gifted Child Grows Up, by L.M. Terman, and Melita H. Oden, 1959.
Vol. 5: The Gifted Group at Mid-Life, by L.M. Terman, and Melita H. Oden, 1960.
An in depth longitudinal study of the gifted from childhood through adult life.

Torrance, E. Paul. Gifted Children in the Classroom. New York: MacMillan and Company, 1965.
This book covers information on the nature of giftedness, the goals of educating the gifted, problems of identification and motivation, and the development of giftedness during the preschool years.

Treffinger, Donald J., and Curl, Clifford. Self-Directed Study Guide on the Education of the Gifted and Talented. Ventura, CA: Office of Ventura Superintendent of Schools, 1976.
A handbook for organizing and directing learning experiences for gifted and talented children.

Witty, Paul A. ed. Reading for the Gifted and Creative Student. Newark, Delaware: International Reading Association, 1971
This book discusses gifted and talented education and suggests appropriate programming, guidance and innovative experiences.

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PARENTS

Coffrey, Kay, et al. Parents Speak on Gifted and Talented Children. Ventura, CA: Ventura County Superintendent of Schools Office, 1976.
This publication for parents by parents of gifted and talented children covers a range of topics from organizational planning, to practical hints, enrichment ideas and resource suggestions.

Delp, Jeanne L., and Martinson, Ruth A. A Handbook for Parents of Gifted and Talented (Also Helpful for Educators). Ventura, CA: Ventura County Superintendent of Schools, 1975.
This handbook covers identification, characteristics, case studies, ways parents can organize, and other related topics.

Ginsberg, A. Is Your Child Gifted? New York: Simon & Schuster, 1976.
Lists characteristics of gifted and explains how parents can identify giftedness.

Ginsberg, Gina, and Harrison, Charles H. How to Help Your Gifted Child: A Handbook for Parents and Teachers. New York: Monarch Press, 1977.
A practical handbook for parents and teachers of the gifted covers such topics as building an effective parents organization and planning a program for the gifted.

Kanigher, Herbert. Everyday Enrichment for Gifted Children at Home and School. Ventura, CA: Ventura County Superintendent of Schools, 1977.
Enrichment ideas for parents and teachers in art, geography, language, mathematics, music, and science.

Kaufman, Felice. Your Gifted Child and You. Reston, VA: The Council for Exceptional Children, 1976.
A parents' practical handbook on the gifted child. It includes characteristics of gifted, suggestions to foster creativity, motivational ideas, and useful ways to promote programming for gifted.

Khatena, Joe. The Creatively Gifted Child: Suggestions for Parents and Teachers. New York: Vantage Press, Inc., 1978.
This book is a guide to recognizing and identifying creatively gifted children and then developing stimulating activities to challenge their potential.

Maynard, Fredelle. Guiding Your Child to a More Creative Life. New York: Doubleday, 1973.
A useful guide to develop family activities and materials to cultivate creativity.

Strang, Ruth. Helping Your Gifted Child. New York: E.P. Dutton, 1967.
An informative guide for parents dealing with the varities of giftedness and suggesting opportunities for gifted children at all ages.

CREATIVITY

Adams, James L. Conceptual Blockbusting: A Guide to Better Ideas. San Francisco: W.H. Freeman and Company, 1974.
Practical book to begin to change perceptions, attitudes, concepts and look at problem solving in a new way.

Biondi, Angelo M. The Creative Process. Great Neck, New York: Synergetic Assn., 1972.
A book explaining the creative problem solving process covering mental and emotional blocks, ways to nurture creativity, incubating and brainstorming ideas and creative evaluation.

DiBono, E. Lateral Thinking: Creativity Step by Step. New York: Harper and Row, 1972.
A book of techniques and exercises to develop the mind's creative skills.

Feldhusen, John F. and Treffinger, Donald J. Teaching Creative Thinking and Problem Solving. Dubuque, Iowa: Kendall-Hunt Publishing Company, 1976.
This book uses Guilford's model to teach creative thinking and problem solving.

Getzels, Jacob W. and Phillip W. Jackson. Creativity and Intelligence: Explorations with Gifted Students. New York: John Wiley and Sons, 1962.
This book explores the relationship between intelligence and creativity.

Gowan, J.C. Development of the Creative Individual. San Diego, California: Robert Knapp Publishers, 1972.
The developmental stages, that deal with the many aspects of creativity.

Parnes, Sidney J. and Harding, Harold F., eds. A Source Book for Creative Thinking. New York: Charles Scribner's Sons, 1962.
A collection of 29 articles and speeches on creative education, the creative process, problem solving, and case studies.

Parnes, S.J. Creative Behavior Guidebook. New York: Scribner, 1967.
A guidebook to development of creative behaviors.

Parnes, S.; Noller, Ruth; and Biondi, A. Guide to Creative Action (rev. ed.) New York: Charles Scribner's Sons, 1977.
A mini-encyclopedia of the development of creativity listing instructional programs, readings, and resources.

Rothenberg, Albert, and Hausman, Carl. The Creativity Question. Durham, NC: Duke University Press, College Station, 1975.
A book of readings addressing 3 areas of creativity, descriptive, explanatory and alternative approaches.

Stanley, Julian C.; George, William C.; and Solano, Cecilia H., eds. The Gifted and the Creative: A Fifty Year Perspective 1925-1975. Baltimore: The Johns Hopkins University Press, 1978.
A book of readings on the gifted movement, studies at Johns Hopkins, three approaches to creativity and professionals' views relating to giftedness.

Torrance, Paul, and Myers, R.E. Creative Learning and Teaching. New York: Dodd Mead, 1973.
A book to help teachers become more aware of creative potentialities, creative learning processes, the wealth of existent talent, and enhancing creative functioning.

CURRICULUM

Baldwin, Alexinia, and Wooster, Judith. Baldwin Identification Matrix Inservice Kit for the Identification of G/T Students. Buffalo, NY: Disseminators of Knowledge, 1977.
A systematic matrix to identifying gifted and talented students when using multi-criteria approaches.

Birch, Jack W., and McWilliams, Earl M. Challenging Gifted Children. 1955.
A book to help teachers in the regular classroom provide appropriate educational opportunities for gifted and talented children at all levels.

Boston, Bruce O., ed. Gifted and Talented: Developing Elementary and Secondary School Programs. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children, 1975.
Articles on the many topic areas of gifted including starting a program, and instructional planning.

Elementary Teacher's Guide to Free Curriculum Materials. Randolph, Wisconsin: Educators Progress Service, Inc., 1975.
This book lists places and ideas for getting free and useful materials for the classroom.

Fliegler, Louis A. ed. Curriculum Planning for the Gifted. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1961.
A resource manual for curriculum planning for teachers, administrators, and curriculum specialists.

Horn, Robert E., ed. The Guide to Simulations/Games for Education and Training. (3rd ed.) Cranford, New Jersey: Didactic Systems, Inc., 1977. Vol. I and Vol. II.
Excellent guide to games and simulations, including references from most subject areas.

Kaplan, Sandra N., et al. A Young Child Experiences. Pacific Palisades, California: Goodyear Publishing Company, Inc., 1976.
Activities for the young gifted child with suggestions for organizing a creative classroom environment.

Kaplan, Sandra. Change for Children. Pacific Palisades, California: Goodyear Publishing Company, Inc., 1973.
Ideas and activities to promote individualized learning for children.

Kaplan, Sandra. The Big Book of Collections: Math Games and Activities. Pacific Palisades, California: Goodyear Publishing Company, Inc., 1975.
Games, activities and worksheets to reinforce various skills in the primary grades.

Kaplan, Sandra, and Madsen, Sheila K. Think-Ins: An Approach to Relevant Curriculum Stressing Creative Thinking and Problem Solving. Monterey Park, California: Creative Teaching Press, 1974.
These activities challenge students to think creatively.

Martinson, Ruth A. Curriculum Enrichment for the Gifted in the Primary Grades. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.
A book of practical curriculum ideas for gifted children in the primary grades.

Meeker, Mary. A Beginner's Reader About Guilford's Structure of the Intellect. Columbus, Ohio: Charles E. Merrill, 1969.
An introduction and explanation of Guilford's Structure of the Intellect.

Meyers, R.E., and Torrance, E. Paul. Can You Imagine? Boston: Ginn and Company, 1965.
Creative activities to stimulate thinking skills of fluency, flexibility, elaboration, and originality.

Renzulli, Joseph S. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Wethersfield, CT: Creative Learning Press, 1977.
This book provides a rationale and a guide to developing a qualitatively different enrichment program for gifted and talented children.

Renzulli, Joseph S. New Directions in Creativity: Mark I, II, and III. New York: Harper and Row, 1973.
Worksheets of creative activities built on Guilford's Structure of the Intellect model.

Renzulli, Smith, White, Callahan, and Hartman. Scales for Rating the Behavioral Characteristics of Superior Students. Wethersfield, CT: Creative Learning Press, 1977.
Structured teacher nomination scales on learning, motivation, creativity, leadership, artistic ability, and musical ability.

Sanders, Norris M. Classroom Question, What Kinds? New York: Harper and Row Publishers, 1966.
Questioning techniques for activities and discussions that are based on Benjamin Bloom's Taxonomy.

Smith, Linda Harris, et al. New Directions in Creativity, Mark A and B. New York: Harper and Row, 1976.
Workbook activities to encourage creativity in the language arts area.

Stewart, E.D., and Howard, M.R. The Almost Whole Earth Catalogue of Process Oriented Enrichment Activities. Wethersfield, CT: Creative Learning Press, 1977.
Many "how to" enrichment activities.

Wurman, R.S. Yellow Pages of Learning Resources: Objectives, Principles and Curricula for Programs in the Education of Mentally Gifted Minors... Kindergarten Through Grade Twelve. Cambridge: M.I.T. Press, 1972.
A complete source of community learning resources.

NOTE: An additional curriculum bibliography is available from Project PRISM, 37 West Main Street, Norton, Massachusetts 02766, (617) 285-3718.

Staff in the regional education centers can also be contacted for more information:

Barbara Ramsdell
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Beaman Street, Route 140
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Route 62
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RESOURCES FOR SCHOOLS FEEDBACK

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4) What did you find useful about the publication?_____

_____

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6) Have you used any of the information contained in the publication?_____If so, how?_____

_____

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7) Have you any suggestions for future Resources For Schools topics?_____

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